DOCUMENT RESUME

ED 155 316 CE 015 940

AUTHOR McClain, Thomas W.; Sockol, Richard A.
TITLE Community Education/Work Collaboration: A Massachusetts Perspective.
INSTITUTION Massachusetts Univ., Amherst. Inst. for Governmental Services.
SPONS AGENCY Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE Jan 78
NOTE 76p.; Some tables, because of small print, and the photographs throughout this document will not reproduce well

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Administrative Organization; *Community Involvement; Cooperative Education; *Cooperative Programs; Demonstration Programs; Educational Objectives; *Program Administration; Program Descriptions; Program Guides; *Program Planning; *School Community Relationship; School Industry Relationship; Secondary Education; State Programs; Vocational Development; Youth Programs
IDENTIFIERS *Community Education Work Councils; Massachusetts; *School to Work Transition

ABSTRACT

This program guide on establishing community education/work (E/W) linkages presents a variety of program options which have been tested at twelve Massachusetts E/W linkage sites. Community E/W linkages are defined as arrangements among members of the community to facilitate the transition of young people between institutional education and whatever is to follow, e.g., work or further education. The content is presented in six chapters. The first one provides an introduction to E/W collaboration and explains how to contact the twelve Massachusetts E/W linkages for additional information. The second chapter on the change process discusses eleven factors to consider prior to implementing an E/W linkage. Ten steps are presented for establishing a linkage. Chapter 3 examines five major dimensions of E/W linkages: goals, program objectives, process, organizational structure, and community involvement. The interaction of these five dimensions and the effects of this interaction on the twelve Massachusetts linkages is analyzed in chapter 4. Also, factors to be considered prior to the initiation of a linkage are identified. The guide then continues with chapter 5 on exemplary programs in Massachusetts. The last chapter contains brief descriptions of the twelve Massachusetts E/W linkages. A bibliography of relevant publications and resources is appended. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155316

COMMUNITY EDUCATION/WORK COLLABORATION:

A MASSACHUSETTS PERSPECTIVE

Thomas W. McClain

and

Richard A. Sockol

Institute for Governmental Services
University of Massachusetts

January 1978

CE 015 940

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas W. McClain
Richard A. Sockol

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Community Education/Work Collaboration: A Massachusetts Perspective is a publication of the Institute for Governmental Services (IGS), University of Massachusetts.

This publication was prepared as a part of the Commonwealth Colloquium Project: Building New Bridges Between the Worlds of Education and Work. Funding for this project was made possible through a grant from the Massachusetts State Department of Education, Division of Occupational Education.

The opinions expressed in this publication are solely those of the authors and do not necessarily represent the views of the State Department of Education.

c Copyright 1977, Institute for Governmental Services (IGS)

A Publication of the Institute for Governmental Services (IGS)

University of Massachusetts

Maurice A. Donahue, Director
Arthur W. Eve, Associate Director
Dimitri V. Gat, Editorial Associate

Occupational Education Services Staff

Thomas W. McClain, Director
Edward B. Feder, Staff Associate for Coordination
J. Leslie Firth, Coordinator for Career Education
Roger Peck, Consultant, Urban Occupational Instructor Development
Candace L. Bancroft, Research Associate
Tibby Chase, Research Associate
Rima Miller, Research Associate
Richard A. Sockol, Research Associate
Carolyn Hansma, Office Manager/Boston
Barbara E. Llamas, Secretary

Design: Dave Coburn

Middlesex House
University of Massachusetts
Amherst, MA 01003

Downtown Office
100 Arlington Street
Boston, MA 02125

TABLE OF CONTENTS

		Page
CHAPTER I:	COMMUNITY EDUCATION/WORK COLLABORATION: AN INTRODUCTION	1
	What is Education/Work Collaboration?	1
	Is Massachusetts Alone?	3
	How to Use This Guide	4
	How to Contact the 12 Massachusetts E/W Organizations	5
CHAPTER II:	THE CHANGE PROCESS - HOW DO YOU GO ABOUT ESTABLISHING AN EDUCATION/WORK LINKAGE?	8
	Preliminary Factors to Consider Prior to Implementation	8
	Procedural Recommendations for Establishing an E/W Linkage	10
CHAPTER III:	KEY DIMENSIONS OF EDUCATION/WORK COLLABORATION	12
	Dimension 1 - Goals	12
	Research	12
	Public Awareness	13
	Student Development	13
	Administrative/Policy Concerns	14
	Dimension 2 - Program Objectives	14
	Research	14
	Public Awareness	15
	Student Development	15
	Staff Development	16
	Administrative/Policy Concerns	17
	Dimension 3 - Process	19
	Casual	19
	Service Delivery	19
	Communicative	20
	Integrative	20

TABLE OF CONTENTS (continued)

		Page
CHAPTER III (continued)		
	Dimension 4 - Organizational Structure	21
	Informal	21
	Advisory	21
	Unit Within a Larger Institution	21
	Independent Agency	23
	Authority Based	23
	Dimension 5 - Community Involvement	24
	No Participation	25
	Partial Participation	25
	Wide But Unstable Participation	25
	Some Participate More Than Others	25
	Wide and Stable Participation	25
CHAPTER IV:	STRATEGIES FOR IMPLEMENTING THE KEY DIMENSIONS	28
	Putting Things into Perspective	28
	Impressions of E/W Linkages	
	Dimension 1 - Goals	28
	Dimension 2 - Program Objectives	28
	Dimension 3 - Process	29
	Dimension 4 - Organizational Structure	31
	Dimension 5 - Community Involvement	31
	How Do the 12 Massachusetts Linkages Compare?	32
	Additional Points to Consider	32
CHAPTER V:	EXEMPLARY PROGRAMS THAT HAVE BEEN IMPLEMENTED	38
	Research	38
	Public Awareness	38
	Student Development	39
	Staff Development	40
	Administrative/Policy Concerns	41
CHAPTER VI:	COMMUNITY EDUCATION/WORK COLLABORATION IN MASSACHUSETTS: SUMMARY DESCRIPTIONS	42
	WITS	42
	Tri-lateral Council for Quality Education, Inc.	43
	JUICE Committee	43
	Gloucester Experiment	44

TABLE OF CONTENTS (continued)

		Page
CHAPTER VI (continued)		
	Tri-Community Industry-Education Liaison Group	45
	Worcester Area Career Education Consortium	45
	Center for Research/Business Activity	46
	South Shore Career Education Collaborative	46
	Attleboro Career Education Advisory Committee	47
	Hampden County Industry-Education-Labor Council	48
	The Education Work Council	48
	South Berkshire Education Collaborative	49
APPENDIX:	BIBLIOGRAPHY OF SELECTED PUBLICATIONS AND RESOURCES	50

LIST OF FIGURES

FIGURE		PAGE
1	Program Objectives of the 12 E/W Massachusetts Linkages	18
2	Analysis of Education/Work Linkage Processes	19
3	Relationship Between the Structure and Characteristics of E/W Organizations	22
4	Level of Community Involvement Within Each Massachusetts E/W Linkage	26, 27
5	Relative Level of Difficulty for Attainment of Program Objectives	30
6	Relationship Between 12 E/W Massachusetts Linkages and Identified E/W Dimensions	33,34
7	Additional Factors Affecting the Establishment of E/W Linkages	36,37

NATIONAL MANPOWER INSTITUTE

Suite 301 • 1211 Connecticut Avenue, N.W. • Washington, D.C. 20036 • 202 466-2450

December 21, 1977

Thomas W. McClain, Ed.D.
Director for Occupational Services
University of Massachusetts
Institute for Governmental Services
Middlesex House
Amherst, Massachusetts 01003

Dear Dr. McClain:

I have read "Community Education-Work Collaboration: A Massachusetts Perspective" and find it to be a very useful document for increasing community efforts to bring about a smoother transition from school to work. I hope it receives wide distribution and that its recommendations are carefully considered by educators, business executives, union leaders, parents ... and all who are concerned with the condition of youth.

The Nation is showing greater concern than perhaps ever before over high youth unemployment rates, declining scores on national achievement tests, student absenteeism, and school violence. Collaboration among key community institutions and citizens is probably the only way we are going to find our way out of this difficult situation. Anyone who reads this document will know how to get started, and will learn of some fine efforts already under way in 12 Massachusetts communities.

Sincerely,

Willard Wirtz

Willard Wirtz

NAIEC

National Association for Industry-Education Cooperation

235 HENDRICKS BOULEVARD • BUFFALO, NEW YORK 14226

December 21, 1977

EXECUTIVE COMMITTEE

PRESIDENT
DONALD M. CLARK

VICE PRESIDENT
JUNE McSWAIN
AMERICAN FOREST INSTITUTE

TREASURER
ROBERT E. VARNERIN
MANUFACTURING CHEMISTS ASSOCIATION

SECRETARY
KENNETH M. BLAKE
MIAMI UNIVERSITY

ULYSSES BELL
NDC, INC.

ALFRED F. BRACCIANO
WARREN CONSOLIDATED SCHOOLS

BERTIS E. CAPEHART
AMERICAN IRON & STEEL INSTITUTE

NORMAN T. HALLS
HAMPDEN COUNTY INDUSTRY-EDUCATION LABOR COUNCIL

LEE HAMILTON
PAST NAIEC PRESIDENT

HARRISON W. MOORE, JR.
CHAMBER OF COMMERCE OF THE U.S.

ROBERT NIEMEYER
MICHIGAN STATE UNIVERSITY

RICHARD B. SCHEETZ
EDISON ELECTRIC INSTITUTE

ROBERT J. ULLERY
NEW YORK STATE EDUCATION DEPARTMENT

THEODORE G. WAHLER
SOUTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES

RAYMOND A. WASIL
STATE OF OHIO DEPARTMENT OF EDUCATION

Dr. Thomas W. McClain
Director for Occupational Services
Institute for Governmental Services
University of Massachusetts
Middlesex House
Amherst, Massachusetts 01003

Dear Tom:

I am impressed with the quality and timeliness of monograph, Community Education-Work Collaboration: A Massachusetts Perspective.

The systems approach outlined in this publication highlights the careful incremental process required for a successful community based education/work initiative.

Massachusetts has provided considerable leadership in establishing education/work organizations. My participation in the Greater Boston and South Shore school-to-work projects has reinforced my conviction that the State is taking the necessary and realistic steps in bringing the marketplace and education into phase.

Norm Halls and his associates in the Hampden County Industrial-Education-Labor-Council are an example of professionals who have demonstrated the effectiveness of an industry-education alliance at the local level.

The volunteer efforts of business, education, labor, government and the professions working together in education/work in Massachusetts reflect the type of action required on the part of communities in other parts of the nation in resolving the supply/demand labor problem. As always, I stand ready to assist you in your important mission.

Best personal regards,

Don

Donald M. Clark
716/278-5760

DMC:bt

American Association of Community and Junior Colleges

February 17, 1978

Richard A. Sockol, Research Associate
University of Massachusetts
Institute for Governmental Services
Middlesex House
Amherst, Massachusetts 01003

Dear Rich,

Dr. Gleazer referred your letter to him and a copy of "Community Education/Work Collaboration: A Massachusetts Perspective" to me for response. It is the general policy of AACJC that materials of this kind be reviewed by appropriate program directors.

I read the "Guide" with a good deal of interest. As you are aware, interest in the sorts of community collaboratives described in your paper is burgeoning nationally. Although the concept is not new, it is apparent that it is moving from the realm of rhetoric to that of implementation. Assuming that this interest will continue to grow, it is vitally important that what has been learned from the early applications be collected, analyzed, and shared widely with other communities which might be contemplating the generation of similar efforts. For such communities, the "Guide" should be very useful. It should help them think clearly about the sort of collaborative they wish, the most appropriate one considering community idiosyncracies, the variety of possible programs, and the types of problems they might encounter. With such prior information, it should be possible for them to develop a record of beneficial achievement more quickly then they might without its help.

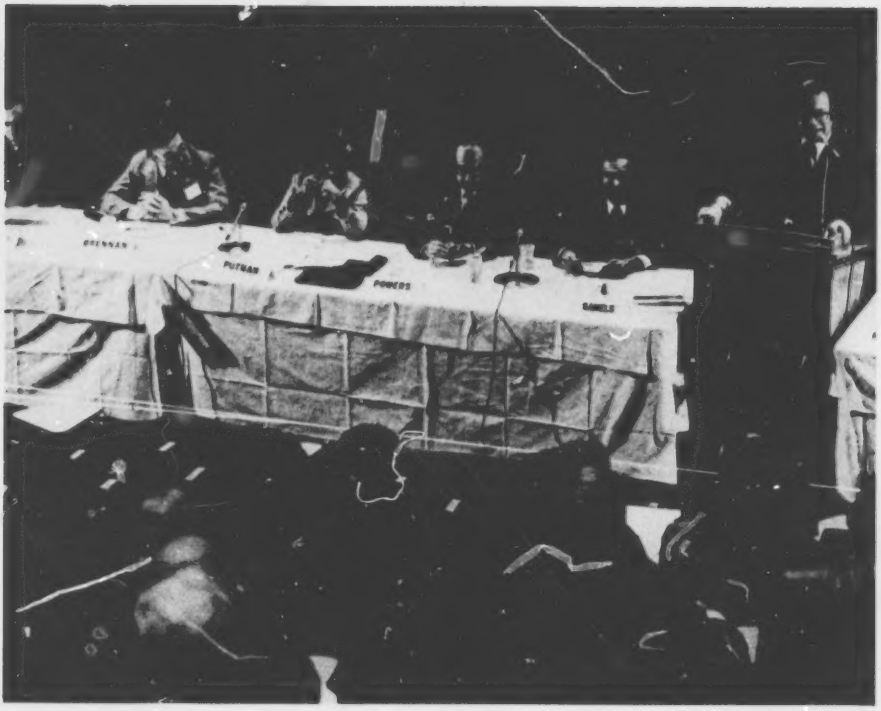
When the "Guide" is available for distribution, I shall share it with the AACJC Education-Work Council sites.

Sincerely,

James R. Mahoney
Project Director

JRM:bd

One Dupont Circle / N.W. / Suite 410 / Washington / D.C. 20036 / 202-293-7050



CHAPTER I

Community Education/ Work Collaboration: An Introduction

In Boston, major corporations and local high schools have established a partnership relationship where business and education representatives work jointly on career education issues;

In Gloucester, young people have become involved with the arts and in so doing have defined projects, planned them and put them into action using community resources;

In Worcester, a significant policy, recommending that all high school students be given the opportunity to participate in field-related activities prior to graduation, has been formulated;

In the Berkshires, local tradespeople have become actively involved with students interested in pursuing specific vocations.

What do all these communities have in common? While each has applied different strategies in the development of their career-related programs, all have utilized education to work linkages which emphasize various levels of community collaboration.

What is Community Education/Work Collaboration?

Community education/work collaboration (E/W collaboration) is characterized by arrangements among members of the community to facilitate the transition of young people between institutional education and whatever is to follow (e.g., work or further education). These E/W arrangements or linkages function to render services to youth or to "broker" these functions for established institutions.

Why is such collaboration necessary? If any one term characterizes our society today it is that we all belong to or are a part of organizations. A natural part of organizations is that they are specialized and technical. The result is that education, industry, organized labor, business and government meet at relatively few frontiers. As a consequence, existing institutions with their conflicting responsibilities and allegiances simply do not see themselves as agents for preparing young people for adulthood.

As expressed by Willard Wirtz, E/W collaboration bridges the gap between institutions by serving as a conduit for ferrying people and

ideas between education and employment. Such linkages may take many forms but are generally geared towards providing students with general skills, effective communications abilities and realistic attitudes towards assuming, retaining and changing professions. Additionally, they aid in the career/life development of young people by providing options which increase opportunities for students to explore careers, to make decisions and to develop individual capabilities. Such collaboration may serve students directly or provide options for staff training or assistance to others working with youth. Still further, E/W linkages may serve to break down institutional barriers through affecting policy decisions hindering the youth-to-work transition.

While many E/W relationships exist in Massachusetts, the Institute for Governmental Services at the University of Massachusetts has identified 12 linkages which fully represent a wide diversity of presently-utilized options. (These will be referred to in later sections.)

For the purpose of providing a better understanding of the major elements of E/W collaboration in Massachusetts, we have identified five dimensions. They are:

Goals: What general goals do people expect to accomplish through the establishment of education-work collaboratives? (See page 12)

Program Objectives: What specific plans of action do communities anticipate undertaking? (See page 14)

Process: What is the role of the organization? Is more emphasis placed upon the exchange of ideas or the degree of services rendered through collaborative efforts? (See page 19)

Organizational Structure: In what ways does the structure of an organization impact upon its overall effectiveness in initiating education to work programs? (See page 21)

Community Involvement: What level of community input is desirable? (See page 24)

What we will emphasize throughout this guide is that there is no "one best way" to organize and develop an E/W linkage. In fact, sponsorship of such collaborative arrangements might come from the educational sector, the work sector, or the community at large. The categories above, however, provide some insights into factors which might be of concern.

Is Massachusetts Alone?

In Massachusetts, increased access to career and occupational-related education has emerged as one of the single-most important issues confronting our institutions of education.

However, the Commonwealth is not alone in this movement. Many efforts are currently underway nationwide to encourage the planning, development and implementation of effective education to work linkages. Included among them are:

(1) The U. S. Department of Labor which, in conjunction with the Interagency Steering Committee, is monitoring the progress of 32 education-work councils nationwide. The concept, which encourages educators, business people, labor representatives, etc. to collaborate jointly on education-to-work issues was conceived by Willard Wirtz, Chairman of the Board, National Manpower Institute.

(2) The National Institute of Education, which has funded and monitored the successful implementation of four Experience-Based Career Education projects. The concept which encourages field-based educational programs, is presently being utilized in over 30 school systems nationwide.

(3) The United States Congress, which recently mandated the inclusion of youth councils in federal legislation on Youth Employment and Demonstration Programs Act, which is primarily directed towards CETA programming for youth. The legislation mandates the development of councils which include diverse segments of the service area for purposes of reviewing and approving appropriate CETA activities relative to youth.

Additionally, the report The National Panel on High School and Adolescent Education (HEW, 1976) recommends that "communities should shift the emphasis away from comprehensive schools toward comprehensive education... . What is needed is greater diversity of the learning situations available and the variety of experience that living in today's world demands."

Also, the College Entrance Examination Board's report Bridging the Gap: A Study of Education-to-Work Linkages (CEEB, 1975), recommends "that the linking process would be most aided if a council sprang from the local community at large, ...other patterns may be more suitable in other communities... . These councils should provide a forum for the open sharing and resolution of problems and concerns associated with large-scale educational involvement in corporate life and large-scale corporate involvement in educational life."

How to Use This Guide

Probably the single-most important factor to recognize is that this guide does not advocate a "one best way" to establish an E/W linkage. It is the responsibility of the designers of an E/W linkage to determine what processes might work best in a community.

In so doing, it does not recommend a "best communications process," nor does it recommend a "best program model." Rather, it provides a variety of options which have been explored and tested at various Massachusetts sites.

More specifically, the guide initially discusses the change process -- how does a designer go about establishing an education work linkage? It then examines five major dimensions of E/W linkages (goals, program objectives, process, organizational structure, community involvement), including a brief analysis. Additional factors are then explored.

The guide continues with a section on exemplary programs in the State of Massachusetts and follows with a section containing brief descriptions of the 12 E/W linkages. It concludes with a bibliography of relevant publications and resources.

How Can You Get Additional Information?

In addition to gaining insights through reading this guide, the authors recommend that the 12 Massachusetts E/W organizations be consulted (see the following for further information). Having gone through the process, they, in fact, are the living witnesses that can provide invaluable technical information.

Further information can be obtained by contacting the Institute for Governmental Services as well as through obtaining publications referred to in the bibliography.

How to Contact the 12 Massachusetts E/W Organizations

GREATER BOSTON AREA:

(1) Work in Technology and Science (WITS)
Room 20-C - 228
Massachusetts Institute of Technology
Cambridge, MA 02139
(617) 253-7378
Edith Ruina, Director
Service Area: Greater Boston Region

(2) Tri-lateral Council for Quality Education, Inc.
125 High Street
Boston, MA 02110
(617) 426-1250
Marianne Abrams, Executive Director
Service Area: Boston

NORTHEAST REGION:

(3) Joint Utilization of Industry, Community and Education Committee (JUICE)
Peabody Public Schools
Keefe Hall
Peabody, MA 01960
(617) 531-1600
Paul Veronese, Assistant Superintendent (Extension 117)
Bill Silke, Career Facilitator (Extension 150)
Service Area: Peabody

(4) The Gloucester Experiment
P. O. Box 15
Gloucester, MA 01930
Alfred Duca, Program Director
Leslie Saroseen, Coordinator
Service Area: Gloucester

WORCESTER REGION:

(5) Tri-Community Industrial Education Liaison Group
Tri-Community Chamber of Commerce
348 Main Street
Southbridge, MA 01550
(617) 764-3283
John Frykenberg, Executive Vice President
Service Area: Sturbridge, Southbridge and Charlton

(6) Worcester Area Career Education Consortium (WACEC)
350 Mechanics Tower
Worcester Center
Worcester, MA 01608
(617) 753-2924

WORCESTER REGION (continued)

Bob Sakakeeny, Executive Director
Service Area: Greater Worcester Area

SOUTHEAST REGION:

(7) Center for Research/Business Activity
College for Business and Industry
Southeastern Massachusetts University
North Dartmouth, MA 02747
(617) 999-3077
Don James, Coordinator
Service Area: Fall River and New Bedford

(8) South Shore Career Education Collaborative
South Shore Chamber of Commerce
36 Miller Stile Road
Quincy, MA 02169
(617) 471-6677
Mike Ingoldsby, Director (617) 749-4080
Service Area: Hingham, Weymouth, Scituate, Quincy

(9) Career Education Advisory Committee (CEAC)
Attleboro Area Chamber of Commerce
42 Union Street
Attleboro, MA 02703
William 'Bud' Ward, President, Chamber of Commerce
(617) 222-0801
Robert Coehlo, Superintendent, Public Schools
(617) 222-0012
Service Area: Attleboro

SPRINGFIELD REGION:

(10) Hampden County Industrial Education Labor Council
(HCIELC)
170 Wilbraham Road
Springfield, MA 01109
Norman Halls, Co-Executive Director (413) 586-4330
Theodore Byrne, Co-Executive Director (413) 737-5331
Service Area: Hampden County

(11) The Education-Work Council
P. O. Box 68
Enfield, CT 06082
Richard Labrie, Executive Director
Service Area: Greater Springfield, MA/
Hartford, CT area

PITTSFIELD REGION:

(12) South Berkshire Education Collaborative (SBEC)
RFD #2
Box 101 [illegible]
Great Barrington, MA 01230
Ed Mauer, Executive Director
(413) 528-2410
Service Area: The Berkshire Hills Regional, Southern Berkshire Regional, Lenox, and Lee Public School Districts

CHAPTER II

The Change Process - How Do You Go About Establishing An Education/Work Linkage?

Preliminary Factors to Consider Prior to Implementation

In establishing an E/W linkage, a designer should be aware of certain factors which might influence the effectiveness of the organizing process. These factors seemed to surface most often in our discussions with the 12 sights analyzed. Included among these are:

(1) DO NOT EXPECT TO ESTABLISH AN E/W LINKAGE OVERNIGHT.

Research on the 12 Massachusetts linkages indicates that there is a period of from two months to four years of organizing necessary prior to the establishment of an organization. The key here, however, is not to get discouraged easily. The process is complex but achievable.

(2) IDENTIFY COMMUNITY OPINION LEADERS WHO ARE COMMITTED TO E/W COLLABORATION.

It is important to identify individuals who are respected in the community and who, through their invisible form of leadership at the person-to-person level, can influence community members' attitudes in desired ways.

(3) RECOGNIZE AND ADDRESS THE TYPE OF TIME COMMITMENT NECESSARY.

Clearly, business people, educators, laborers and community members value their time. From the outset, the important issue of voluntarism and time involvement in the project must be addressed.

(4) RECOGNIZE THE IMPLICATIONS OF ESTABLISHING A POLITICAL ORGANIZATION VS. A COMMUNITY ORGANIZATION.

A passage from Bridging the Gap (CEEB, 1975, p. 102) describes this point. "In one city, the (organization) may stem from mayoral edict, in another, from a disorganized but concerned citizenry. Advantages and disadvantages attend each. In the first case, the (organization) may obtain early legitimacy and stable funding, but at the cost of potential involvement in local political processes. In the second, the (organization) may be free from political pressure, but it also may be without a power base and subject to continual scratching for operational funds."

(5) RECOGNIZE AND ADDRESS THE HIDDEN AGENDAS OF PROGRAM PARTICIPANTS.

If the organization is to produce a cohesive group working towards a defined goal, it is important that "hidden agendas" or personal biases be aired early on in the process (i.e., labor officials fear child labor laws will be relaxed and that bargaining work done for members will be abused; educators fear a takeover by business; business is interested in recruiting people for their establishments, etc.). Probably one of the most obvious stalling factors, these agendas should be aired, fully discussed, and resolved if the organization is to move forward.

(6) RECOGNIZE THAT SOLUTIONS TO PROBLEMS MAY NOT ALL BE IN-HOUSE -- UTILIZE CROSS LINKAGES.

In the early stages of development, it is important to obtain as much information as possible for program development. The recognition of cross-linkages -- the friends of people in the organization who might be able to lend support -- is critical.

(7) DESIGN ACTION PROJECTS EARLY ON -- TOO MUCH TALK CAN STIFLE ORGANIZATIONAL GROWTH.

A factor affecting most all of the Massachusetts organizations was that, during their early stages, too much time was spent on talking. It was not until they were able to sink their teeth into a project that the truly committed stood out. The strictly communicative phase, a necessary one, should extend for no more than six months.

(8) WHEN SEEKING FUNDING, RECOGNIZE ITS LIMITATIONS.

Funding plays an important role in the development of E/W linkages. In the earlier stages, it is primarily utilized to support an individual who coordinates and facilitates the project. Down the line, it covers additional staff costs and support services. While funding plays an influential role, it should not be accepted blindly. Be sure that the strings of the funding agent are consistent with the goals of your organization.

(9) RETAIN THE SERVICES OF A PROJECT ADMINISTRATOR.

People who spearhead projects often do so on a volunteer basis for personal and humanitarian reasons. Because of other commitments, it is not a full-time venture. Therefore, it becomes necessary to retain the services of a full-time administrator for purposes of facilitating and coordinating the project. Such persons should be paid at competitive rates. In Massachusetts, most projects were stagnant until a person was hired who could do the "legwork."

(10) MONITOR THE DEVELOPMENTAL (AS WELL AS ON-GOING) STAGES TO INSURE PROGRAM CONTINUITY.

What oftentimes appear to be minor stumbling blocks, such as inappropriate meeting times, confusing terminology, and under-utilizing members' talents, transform into major obstacles. It is preferable that an independent evaluator be retained to examine these as well as other process issues. However, in-house staff can perform this function if need be.

(11) RECOGNIZE AND ADDRESS THE DIFFERENCE BETWEEN EVOLUTIONARY AND REVOLUTIONARY CHANGE.

Some organizations believe in big change -- the "all or nothing" approach. Others believe in incremental change -- the "take an inch" approach. Since both approaches are recognized as valid, it becomes the designer's duty to make sure that the change process itself is addressed and tailored for the participating community.

Procedural Recommendations for Establishing an E/W Linkage

Working within the guidelines suggested above, the procedural recommendations that follow are intended to provide a brief but comprehensive outline of the steps a designer might implement in establishing an E/W linkage. While intentionally stated in a general way, it is hoped that the following steps will provide a realistic perspective from which a strategy for community change can be designed.

These steps are:

(1) Identify a community leader or core group of people committed to E/W collaboration to spearhead the project.

(2) Retain an administrator to coordinate and facilitate planning activities.

(3) Involve the local community in interpreting the needs and goals of the service area.

(4) Recognize and utilize cross-linkages in order to maximize participation.

(5) Plan programs that will address the problems identified.

(6) Establish an organization capable of implementing plans laid out.

(7) Coordinate proposals for financial support if solutions require more elaborate organizations and training.

(8) Develop support bases on various levels.

(9) Develop a working team for implementation.

(10) Evaluate the program to see if objectives have been met.

Obviously, before a designer can implement a change strategy, it is important to have a realistic understanding of the major dimensions of E/W linkages. Chapter III provides such insights.

CHAPTER III

Key Dimensions Of Education/Work Collaboration

As mentioned earlier, there are five major dimensions in E/W collaboration. They are:

(1) Goals

(2) Program Objectives

(3) Process

(4) Organizational Structure

(5) Community Involvement

In this Chapter, we hope to provide an understanding of what is meant by each of these dimensions. Chapter IV will contain a brief analysis of how the interaction of these components might effect the deliberations of future E/W linkage design.

DIMENSION 1

Goals

Central to the development of all the linkages analyzed has been the desire to implement programs which will help alleviate problems that affect students during their transition from the world of learning to the world of earning.

In our review of the 12 Massachusetts linkages and their defined or implied objectives, we have identified five major categories in which their purposes can be grouped. They are:

(1) Research

(2) Public Awareness

(3) Student Development

(4) Staff Development

(5) Administrative/Policy Concerns

Research

Some organizations, such as the Center for Research/Business Activity, view their primary role as that of gathering and compiling

research data related to specific occupational and educational issues.

Other organizations, such as the Gloucester Experiment, have conducted research related to the effectiveness of specific linking processes in reducing alienation of youth.

Still other organizations have and/or will be conducting research relating to the perceived needs of the community as they address wider issues affecting youth transition from education to work. Included among these organizations are The Worcester Consortium, The Hampden County Council, the Education-Work Council and the South Berkshire Collaborative

Public Awareness

Another goal of community education-to-work collaboration is that of increasing the public's awareness of the problems that characterize the transition from youth to adulthood. In fact, a high level of community involvement (Dimension 5 on page 24) is central to many of the linkages.

Techniques employed in this area include periodic newsletters such as in Boston, Worcester and Hampden County; community forums on relevant issues as planned by the Education-Work Council; and development of a slide-type presentation in Attleboro on the role of the Career Education Advisory Committee.

Student Development

The primary focus underlying the establishment of most linkages has been that of facilitating programs which will enhance career-related and life-long learning skills for students.

While many organizations, such as the Tri-lateral Council for Quality Education, The Worcester Area Consortium, The JUICE Committee, and the Tri-Community Industrial Education Liaison Group work within the structure and format of their respective school districts, other linkages, such as the Gloucester Experiment and the South Berkshire Educational Collaborative, primarily focus on student development programs which are conducted outside of the traditional school setting.

While settings are different, both are conducted in conjunction with the local school districts and both have produced favorable effects on program participants.

Staff Development

Some organizations, such as WITS and the South Shore Career Education Collaborative, firmly believe that staff development should precede student programming. The major reason for this belief lies in the concept that since students spend most of their time in the

classroom under the supervision of a teacher, the teacher will have a greater impact on students' development.

The intent, thus, is to provide teachers and other staff with a realistic understanding of the world of work so that they might revise their curricula and in so doing impart knowledge and attitudes consistent with the real world of work.

While not initially the primary focus of most linkages, the Trilateral Council and the Worcester Area Education Consortium are beginning to place a greater emphasis on issues related to staff development.

Administrative/Policy Concerns

Certain policy decisions and/or regulations act as effective barriers to the development of programs affecting youth transition.

With some linkages, such as the Tri-Community Industrial Education Liaison Group, major image campaigns had to be developed to help establish business as an accepted partner in community and educational change.

In Worcester, the Southern Berkshires, the South Shore, Boston and the Hartford, Connecticut/Springfield, Massachusetts region, the question of interdistrict/state collaboration had to be addressed.

These as well as other administrative/policy concerns assume an influential role in the deliberations of some linkages.

The intent of the above discussion has been to give the reader a clearer understanding of the larger purposes for establishing E/W linkages. For additional information regarding specific programs developed within each of the above categories, see Dimension 2 below.

DIMENSION 2

Program Objectives

Dimension 1 provides a general understanding as to the major goals people expect to accomplish through collaborative arrangements. Dimension 2 delves more deeply into the specific program objectives which either have been thought about, developed or implemented by Massachusetts E/W organizations.

Below, each of the major categories of Dimension 1 are broken down to include these specific program objectives.

Research

Research is generally conducted during the early stages of pro-

ject development. However, some linkages have seen their primary role as that of one which pursues research activity on a large-scale basis. Included among research activities conducted are:

(1) Needs Assessment: Surveys conducted for purposes of determining the perceived needs of the community relative to the youth-to-work transition.

(2) Occupational Outlook Research: Studies focusing on the status of an area's education, training and employment.

Public Awareness

This particular objective is, in many projects, an ongoing function. Many creative techniques have been utilized in this effort. Included among them are:

(1) Community Visitation Days: Local community members visit classrooms and exchange information with teachers and administrators regarding the infusion of career-related concepts into the curriculum.

(2) Public Relations: Progress of E/W linkage is reported on a regular basis through active use of the news media.

(3) Community Forums: Pertinent education-to-work issues are discussed in public forums.

(4) Audio-Visual Presentations: Print and nonprint media are utilized in project presentations.

(5) Newsletter: Periodic publications are produced which serve as a source for news and program information.

Student Development

A major thrust of most linkages is to develop and initiate educational programming for students which will bridge the gap between the worlds of education and work. Included among these program objectives are:

(1) Career Speakers - individual representatives of various occupations, both employers and employees, come to a school and talk to small groups of students about their work.

(2) Career Day - representatives from diverse occupations come to a school-sponsored program to present information about the occupational outlook in their field and the prerequisite training and qualifications.

(3) Site Visit - a group of students visits a workplace for an on-site presentation of occupational information

and a chance to see and interact with people at work.

(4) Shadow Day - an individual student is paired with a worker for a day, or part of a day, to gain firsthand experience in a particular occupation.

(5) Internship - a student works, without pay, on certain aspects of a job at regular intervals (weekly, twice a week) in order to gain hands-on exploratory experience in a particular occupation.

(6) Work-Study - a student is released early from school and works at a part-time, entry-level job.

(7) Alternative Semester - a student or group of students engage in a series of career-related activities instead of attending regular subject matter classes.

(8) Career Resource Center - students and teachers use print, audio-visual material and career counseling staff to get information about careers, career values and a career decision-making.

(9) Student-Operated Business - a group of students, under the supervision of a teacher, create and operate their own business: a school store, a garden or greenhouse, a welding shop, a construction company, a neighborhood rehabilitation service, etc.

(10) Contract Apprenticeship - businesses provide structured learning experiences for students, under contract with the local school department or work-education linkage.

(11) Community-Resource Bank - businessmen, educators, etc. volunteer their time to talk individually or in small groups with interested students outside of the school setting.

Staff Development

Some projects view the teacher and guidance counselor as the fulcrum between the worlds of earning and learning. Included among objectives affecting teachers and guidance counselors are:

(1) In-Service Workshops - groups of teachers and counselors often with the assistance of an outside facilitator, meet after school or during the summer months for information sharing, skills training, program planning or evaluation, curriculum development, etc.

(2) Curriculum "Infusion" - elementary and secondary teachers modify their regular subject matter to include a number of career-related topics to emphasize career

implications of the subject area, good work habits and the career development process.

(3) Career Guidance Institute - the guidance department or other school staff are provided with some resources for assisting students with clarifying career values and strengthening career decision-making skills; format is structured and encourages site visitations and community interactions on realistic career-related options for students. The National Alliance of Businessmen often sponsor these institutes.

(4) Teacher/Administration Site Visits - local businesses and industries host visits by a group of teachers or administrators to their workplaces, including a plant tour and a seminar on skill, knowledge and concept requirements for various levels of employment in the field.

(5) Community Resource Directory - a list of employers and others willing to cooperate with schools in career education efforts is compiled; this list is distributed to teachers and counselors for their use.

Administrative/Policy Concerns

In the opinion of some project coordinators, the breaking down of barriers that hinder the education-to-work transition are particularly important. Probably the most difficult to achieve, administrative/policy concerns include:

(1) Inter-District/State Collaboration - schools collaborate on in-service training, work-experience placement and supervision, skills training, etc.

(2) Coordination of School and Non-School Programs - contacts are made with non-profit youth action agencies such as scouts, 4-H, junior achievement, which provide career-type programs (experiential, character building, decision-making, and skill training components).

(3) Establishment of School-Business Partnerships - a school is paired with one or more local businesses for enrichment of students' experiences.

(4) Counteracting Race and Sex-Role Stereotyping - activities are planned which will expand the choices for students regardless of race or sex by increasing awareness of stereotyped attitudes.

(5) Servicing Special Needs Populations - activities are planned to provide career-occupational experiences for students with special needs.

(6) Credentialing, Licensing and Certification Procedures - Alternate or additional approaches are offered for improving the licensing function.

(7) Statutory Restrictions - steps are taken to address the effect of laws, practices and customs that constrain or otherwise influence young people's movements between education and work. Such restrictions can include minimum wage regulations, child labor laws, compulsory school attendance statutes and insurance liabilities.

Figure 1 below summarizes specific objectives of the 12 Massachusetts linkages studied.

Figure 1. PROGRAM OBJECTIVES OF THE 12 E/W MASSACHUSETTS LINKAGES

	RESEARCH		PUBLIC AWARENESS				STUDENT DEVELOPMENT										STAFF DEVELOPMENT					ADMINISTRATIVE/ POLICY CONCERNS							
	Needs Assessment	Occupational Outlook Research	Community Visitation Days	Public Relations	Community Forums	Audio-Visual Presentation	Newsletter	Career Speakers	Career Days	Site Visit	Shadow Day	Internship	Work Study	Alternative Semester	Career Resource Center	Student Operated Business	Contract Apprenticeship	Community Resource Center	In-service Workshops	Curriculum Infusion	Career Guidance Institute	Teacher Site Visits	Community Resource Directory	Inter-District/ State Collaboration	Coordination	Partnership	Race/Sex Role Stereotype	Special Needs	Licensing	Statutory Restrictions
GREATER BOSTON REGION:																													
Work in Technology and Science Project (WITS)																													
Tri-lateral Council for Quality Education, Inc.		x						x	x	x	x				x														
NORTHEAST REGION:																													
Joint Use of Industry Community and Education Committee (JUICE)				x																									
The Gloucester Experiment																													
(Because of its unique relationship to the community it is difficult to define the Experiment in these terms. See page 47.)																													
WORCESTER REGION:																													
Tri-Community Industrial Education Labor Group				x	x				x	x	x		x							x	x	x		x					
Worcester Area Career Education Consortium		x			x	x	x		x	x	x				x			x		x	x	x		x					
SOUTHEAST REGION:																													
Center for Research/ Business Activity		x											x																
South Shore Career Education Collaborative		x							x	x	x				x														
Career Education Advisory Committee				x		x			x						x														
SPRINGFIELD REGION:																													
Hampden County Industrial Education Labor Council		x				x	x		x																				
The Education-Work Council					x	x	x																		x				
FITCHBURG REGION:																													
Southern Berkshire Educational Collaborative		x		x		x						x	x				x												x

DIMENSION 3

Process

Because of the nature of E/W linkages, all involve some level of community collaboration. This collaboration might be demonstrated through a strong emphasis on encouraging open dialogue and effective exchange of information between the worlds of education and work (communication process). On the other hand, direction might focus upon the development and delivery of specific services which are needed by the population and area being served (service delivery process). Further, such community collaboration might concentrate its efforts towards achieving both communication and program delivery (integrative process). And there is, of course, the organization which has difficulty effectively reaching either component (casual process).

Figure 2 depicts this relationship in terms of the emphasis E/W linkages place on communications versus service delivery processes.

Figure 2

ANALYSIS OF EDUCATION/WORK LINKAGE PROCESSES

Emphasis on Communication

Emphasis on Service Delivery	LOW	HIGH
LOW	CASUAL 1	COMMUNICATIVE 3
HIGH	SERVICE DELIVERY 2	4 INTEGRATIVE

Casual Process

An organization which falls in Quadrant 1 tends to be informal with emphasis on communication and service delivery processes being very low. Such organizations generally do not accomplish much nor do they remain viable for long periods of time.

Service Delivery Process

Organizations placing a stronger emphasis on service delivery (Quadrant 2) tend to survey the community to assess needs, to identify what has to be done, and to establish programs to meet the needs of the service sector as interpreted by organization leaders. Such organizations, while involving direct beneficiaries of the project, tend not to fully involve the wider community in the planning process on a regular basis.

The benefits of service-oriented organizations are that they seem to deliver a product, e.g., training, technical assistance, workshops, etc.) and to that degree can be held accountable. The disadvantage is that they may not operate with the backing of the full community and thus may limit themselves in addressing policy issues or garnering support for long-term continuation. Massachusetts E/W linkages in this category include the WITS Project and The Center for Research/ Business Activity.

Communicative Process

Organizations falling in Quadrant 3 tend to focus their activities upon developing a dialogue and effective exchange of information between representatives of the worlds of education and work. Organizational development techniques are used by the program administrator for purposes of gaining as much community support as possible. The philosophy of such organizations is that they will serve as a committee of committees or "that they will build the bridges and others will travel on them."

Communicative organizations primary purpose is to generate ideas; the actual delivery of services occurs through some other mechanism. Consequently, their advantage is that they keep the information exchange process open to insure a wide variety of input. To this degree they encourage participation and check the potential for addressing major problems in the community which may be hindering the education-to-work process. Their disadvantage is that they often degenerate into discussion sessions without any real movement toward a goal. Disillusionment results with a falling off of community participation. In Massachusetts, the JUICE Committee, the South Shore Career Education Collaborative, the Career Education Advisory Committee, HCIELC, and the Education Work Council fall within this category.

Integrative Process

Quadrant 4 depicts the organization which places an emphasis on both communicative and service delivery processes. The intent of such organizations is to involve the community in the planning and development of an E/W linkage. Additionally, such organizations stress the value of developing a mechanism to deliver programs to its service area. These organizations can focus on a single program; however, most Massachusetts linkages have sponsored a multitude of options.

Organizations utilizing the integration process benefit from both delivering products and keeping community involvement. They create the mechanism for things to happen but they are also prepared to initiate programs where there is a void in program delivery. Included among these linkages are the Tri-lateral Council, The Gloucester Experiment, The Worcester Area Career Education Consortium, the South Berkshire Education Collaborative, and the Tri-Community Industrial Education Liaison Group.

DIMENSION 4

Organizational Structure

There are a variety of organizational structures that an E/W collaboration might establish. Included among these are:

(1) Informal Group

(2) Advisory Group

(3) Unit within a larger institution

  (a) restricted

  (b) autonomous

(4) Independent Agency

  (a) unincorporated

  (b) incorporated

(5) Authority Based Organization

Figure 3 depicts the relationship between the characteristics of E/W linkages and level of formalized structure attained.

Informal Groups

An informal group generally convenes for purposes of addressing education/work issues. However, when meeting times are irregular and leadership is unstable, these groups lose their focus and begin to deteriorate. When leadership in such groups is stable and meeting times consistent, then the other options remain open.

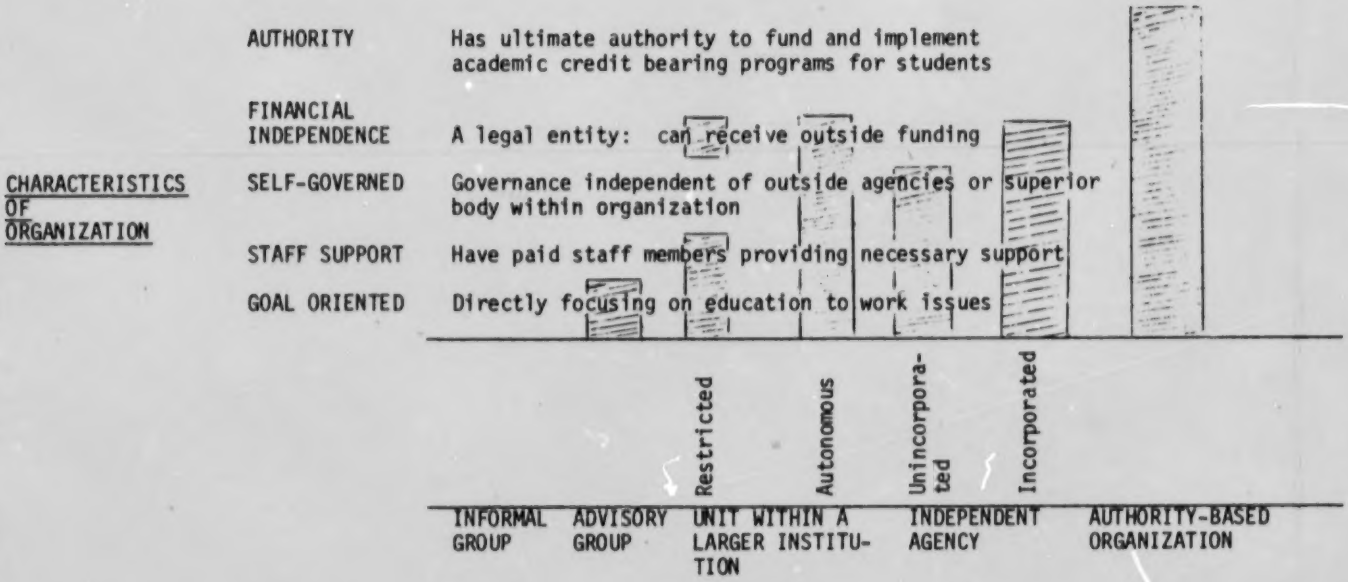
Advisory Group

An advisory group is an officially designated group which serves primarily in an advisory capacity to a superior body within a larger organization. For example, the Career Education Advisory Committee (CEAC) is an advisory group and has no supplemental staff support. Because of the nature of CEAC and other such groups, it is not financially independent nor does it have ultimate authority to implement programs.

Unit Within a Larger Institution

Most of the E/W collaboratives in Massachusetts seem to fall within this category. Such linkages can either be "restricted" or "autonomous" units. Restricted units are those which are affiliated with a larger institution and which generally are provided necessary staff support. Additionally, because of their corporate relationship, they can receive outside funding. The reason such linkages are

Figure 3. RELATIONSHIP BETWEEN THE STRUCTURE AND CHARACTERISTICS OF E/W ORGANIZATIONS



restricted is because unit governance is generally not independent of the larger organization. The Center for Research/Business Activity falls within this category.

Autonomous units differ only in that they are self-governed and are generally autonomous from the governance system of the larger organization. Examples of this include the Education Work Council, which, while housed and affiliated (through grant procedures) with Asnuntuck Community College, is otherwise independent of the college. Further, the Gloucester Experiment, while affiliated with the Gloucester Community Development Corporation, is also autonomous. Additional E/W linkages falling within this category include the WITS Project, the JUICE Committee, the Tri-Community Industrial Education Labor Group and the South Shore Career Education Collaborative.

Authority to implement academic credit-bearing programs is not totally vested in these units. While larger corporation support is needed, school department approval within the service area is generally required.

Independent Agency

Independent agencies are not attached to any parent organization, and generally, to be effective, become incorporated for purposes of financial independence. Such organizations have funded staff positions and are self-governed. As mentioned, these agencies can be "unincorporated" or "incorporated." While all the Massachusetts linkages within this category were initially unincorporated, The Worcester Consortium, The Hampden County Council and the Tri-lateral Council found it to their advantage to incorporate, primarily for the financial flexibility provided.

As is the case with units in larger organizations, full authority to implement credit-bearing programs is also not vested with independent agencies. When agencies develop community-school programs, school department approval is generally required.

Authority Based Organization

Through our investigations, we were able to identify one organization which falls within this category. Created by enabling legislation passed by the Massachusetts legislature in 1972, "collaboratives," such as the South Berkshire Educational Collaborative, are intended to provide cities and towns with opportunities to develop cost effective and flexible programs on a regional basis. While initially established for special needs student programming, the collaborative concept has provided some Massachusetts regions with added incentives to develop occupationally related programs.

These organizations are similar to incorporated independent agencies and autonomous units within larger institutions in that they focus directly on education-to-work issues, have necessary staff support, are self-governed, and are financially independent. These organizations, however, have one additional characteristic which

differentiates them from the aforementioned two. Authority based organizations, because of the nature of their relationship with the public school system and the composition of their boards, have authority to fund and implement academic credit-bearing programs for students within their collaborative's jurisdiction.

The composition of the governance boards includes school committee members from each participating school district, a regional education officer, a treasurer (if applicable) and the Executive Director of the collaborative.

Because the board has been legally vested (by contract with regional school districts) with the authority to develop career/life planning programs, its judgment on the funding of education-to-work programs is binding. While the participating districts must fund the newly-created programs, they do not have to participate in them.

The concept of authority still remains a sensitive issue. For a further discussion on this matter, see page 31.

DIMENSION 5

Community Involvement

Throughout this guide, there have been continual references made to "community involvement" and its relationship to the planning stages and on-going functions of E/W linkages. However, to this point, the community has not been defined nor has the issue of the level of involvement been addressed.

Many people have defined what the community is, however, for purposes of this guide, the community shall include but not be limited to the following:

(1) Educators

- primary, secondary, post-secondary

- staff, teachers, management

(2) Business/Industry

(3) Labor Representatives

(4) Civic Leaders

(5) Public Service Representatives

(6) Government Officials

(7) Professionals

(8) Parents

(9) Students

Regarding the amount of input a community might contribute, five levels have been identified. They are:

(1) No participation

(2) Partial participation

(3) Wide but unstable participation

(4) Some participate more than others

(5) Wide and stable participation

No Participation

When no members of the community are involved, this generally means that an outside interest has identified goals and marketed a product. These kinds of organizations can be successful; however, we have not worked with any utilizing this approach.

Partial Participation

Some linkages rely heavily upon the input of only certain segments of the community, and in so doing exclude other community members. If a project becomes identified as "business's" or"educator's" programs, there are obvious implications.

Wide But Unstable Participation

Projects with wide but unstable participation from all segments of the community tend to have larger memberships reflecting true community participation but unfortunately have few fully committed individuals. Since participation is inconsistent, such linkages generally rely heavily upon the input of a central person who coordinates fragmentary information.

Some Participate More Than Others

Some projects with unstable participation tend to develop a power bloc within the organization. Instead of a central person assuming coordinating responsibilities, a select few emerge as leaders and provide direction for the organization. Such organizations do not necessarily encourage the exclusion of any groups.

Wide and Stable Participation

Another level of community involvement is wide and stable representation from the full community. Instead of a single person or a core group providing leadership for the organization, serious efforts are made to involve a diverse group of community members in the ongoing deliberations of the E/W linkage. (Figure 4 illustrates the level of community involvement existing within each participating community.)

Figure 4. LEVEL OF COMMUNITY INVOLVEMENT WITHIN EACH MASSACHUSETTS E/W LINKAGE

	None	Part	Wide Representation but Unstable	Some More Than Others	Wide and Stable Representation
GREATER BOSTON REGION					
Work in Technology & Science Project (WITS)		X			
Tri-lateral Council for Quality Education, Inc.				X	
NORTHEAST REGION					
Joint Use of Industry, Community & Education Committee (JUICE)			X		
The Gloucester Experiment					X
WORCESTER REGION					
Tri-Community Industrial Education Liaison Group				X	
Worcester Area Career Education Consortium (WACEC)					X

Figure 4 (continued)

	None	Part	Wide Representation but Unstable	Some More Than Others	Wide and Stable Representation
SOUTHEAST REGION					
Center for Research/Business Activity		X			
South Shore Career Education Collaborative					X
Career Education Advisory Committee (CEAC)				X	
SPRINGFIELD REGION					
Hampden County Industrial Education Labor Council (HCIELC)			X		
The Education Work Council			X		
PITTSFIELD REGION					
Southern Berkshire Educational Collaborative (SBEC)				X	

CHAPTER IV

Strategies For Implementing The Key Dimensions

A point that has been emphasized throughout this guide is that there is no "one best way" to bridge the gap between the worlds of education and work. Stated somewhat differently, there is a best way - that way is for the designers of E/W linkages to collaborate with members of the community to identify the contingencies or peculiarities unique to a service area and, upon determining these, to proceed in the planning and development of an education-work linkage which best suits the particular community's needs.

Putting Things Into Perspective

In researching the 12 E/W linkages in Massachusetts, we did not seek to evaluate the programs for their effectiveness in the community. We were more concerned with the process they used to establish E/W linkages, and in most cases, the immediate products of those linkages.

We therefore do not pretend to provide documented evidence demonstrating that one process is superior to another. However, in the section that follows, we will provide our impressions of how we see the dimensions mentioned in Chapter III as interacting.

DIMENSION 1

Goals

Any further analysis of why people join together to form education/work linkages would be repetitive. Probably the best procedure to follow regarding this dimension is to communicate with colleagues and fellow community members to clearly establish a purpose behind which the community can unite. We would urge people developing programs to analyze the five general goals mentioned earlier (pages 12-14) and determine those which have the greatest community need. Clearly, this is not an overnight activity. On the other hand, however, outsiders, such as ourselves, cannot and should not provide prepackaged goals.

DIMENSION 2

Program Objectives

Research and public awareness activities play an important role in familiarizing community members with the general goals and purposes of the E/W linkage. However, in terms of actual products, they really serve only as a "sensitizing tactic." We would recommend that these outcomes be striven for; in fact, we view these as the least difficult to attain.

Student programming and staff development activities show definite dividends. While some project administrators feel that direct student programming is more effective, others feel that the staff, who serve as role models, should be addressed first. Our impression is that it might be advantageous if staff development preceded student programming, simply because the staff assumes a strong guidance role in the school system. However, for those linkages which choose to work outside the school setting, initial emphasis should be placed on student programming, since most of the project staff will be local practitioners not affiliated with the school.

We perceive administrative/policy concerns as assuming the highest level of importance. Without breaking down institutional barriers, much research and public relations activity could be wasteful because of the lack of schools or businesses in which to use it. Also, it might be difficult to implement a wide scope of programs for students and staff.

It is therefore our recommendation that E/W linkages initially strive towards achieving those objectives which are the easiest to obtain. (See Figure 5 on the following page.) Why? Because if linkages bite off more than they can chew, frustration and dissension move in quickly, and failure may very well be the result.

By directing efforts toward achievable and real outcomes, short-term needs of having to "see something accomplished" will be satisfied, while long-range needs "for doing something unique" will be enhanced.

DIMENSION 3

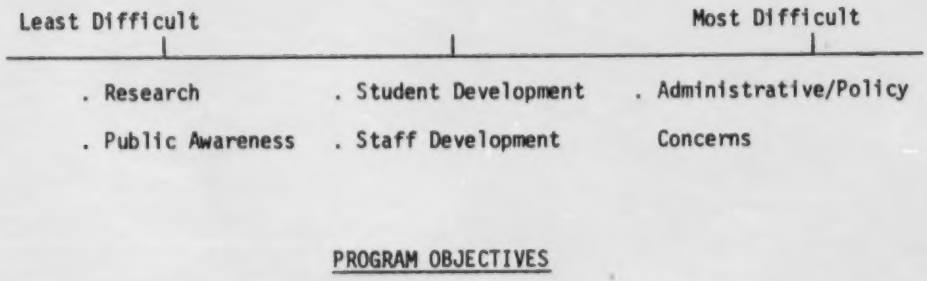
Process

In establishing an E/W linkage, the process an organization accepts should be thoroughly investigated and carefully discussed during the early stages of development.

Some communities feel that the actual delivery of services is most essential. It is their belief that talk has gone far enough and that action programs should be implemented. On the other hand, some believe that the reason problems continue to plague their communities is because the citizenry of the area is not involved in program planning. They believe that the development of a dialogue and the exchange of information will help sensitive people to the real problems the community is facing.

While organizations which have stressed one extreme at the expense of the other are working out well, it is our impression that linkages which are designed to develop a community dialogue for purposes of delivering needed services (an integrative approach) are the most effective in the long run. This is because a community will support those programs it has had an actual hand in planning, developing and implementing.

Figure 5. RELATIVE LEVEL OF DIFFICULTY FOR ATTAINMENT OF PROGRAM OBJECTIVES



DIMENSION 4

Organizational Structure

Is one structure more effective than another structure? According to Figure 3 on page 22, it would appear so. In fact, it is our impression that the authority-based organization, the incorporated independent agency, and the autonomous unit within a larger institution provide the best structures in that they allow for increased financial independence as well as increased authority and control in implementing programs.

A point of caution -- authority and control of programs for students or staff is a very controversial issue. Since educators have controlled academic programs for so long, it is no surprise that they do not want to relinquish their authority. As Bridging the Gap (CEEB, 1975) states, "In the worlds of education and work a number of compartmentalized units operate in virtual isolation from one another. Funding sources are insulated from accrediting agencies, which in turn are separated from curriculum development groups, which in turn are isolated from communities and boards that organize and rationalize jobs and work. A sense of insularity marks each process; individuals appear to operate in tightly-knit units and make contact with each other only at the periphery of each of the groups." They further recommend that "linking mechanisms between education and work should ensure that curriculum decisions, for example, are shared by the faculty with those in touch with the work world. And, at the same time, that those in work institutions share with those in touch with education the decision-making authority with regard to organization of the work place. Neither idea is likely to be received enthusiastically."

DIMENSION 5

Community Involvement

Many of the linkages in Massachusetts encourage a high level of community involvement. Very rarely have organizations knowingly prohibited certain groups access to the linkage. However, in many cases, unstable community participation has been more the rule than not. While some linkages have developed power blocs to counteract the lack of stable involvement, many have relied heavily upon the coordinator of the project to facilitate and administer all activities.

In fact, it is our impression that the project administrator is the glue that keeps the program from falling apart. Why? As mentioned earlier, most people volunteer their time to the deliberations of the E/W linkages -- in fact, they have other full-time commitments. When an organization relies heavily upon volunteer input, a central administrator must emerge. It is our opinion that the interest of the linkage is best served by retaining such a person on a full-time basis at a competitive salary rate.

How Do the 12 Massachusetts Linkages Compare?

The linkages identified by the Institute for Governmental Services are distributed evenly throughout the state. As is obvious, they represent a wide range of options available to designers interested in E/W linkages. On the next page, Figure 6 compactly depicts the relationship between the 12 linkages and Dimensions 1, 3, 4 and 5. Dimension 2 is illustrated in Figure 6A immediately following. Additional information regarding each of the linkages is available in Chapter VI.

Additional Points to Consider

In addition to the five Dimensions already mentioned, there are other factors which should be considered prior to the initiation of a linkage. These include:

(1) Geographic Location

- are needs different for organizations located in different parts of the state?
- is there a program that already exists there?

(2) Service Area

- is the service area urban, rural or suburban?
- do employment patterns differ in these kinds of communities?

(3) Students Served

- what grade level(s) are to be served?
- must child labor laws be considered in developing programs?
- how many of students are going on to college vs. directly into the labor market?

(4) Funding Level

- how much money is needed to run a program?

(5) Funding Sources

- where are sources of money?

(6) Program Evaluation

- how can a program be evaluated to document that it has served a worthwhile purpose?

Figure 6. Relationship Between the 12 E/W Massachusetts Linkages and Identified E/W Dimensions*

	Dimension 1: Goals					Dimension 3: Process				Dimension 4: Organizational Structure							Dimension 5: Community Involvement			
	Research	Public Awareness	Student Development	Staff Development	Administrative/Policy Concerns	Casual	Service Delivery	Communicative	Integrative	Informal Group	Advisory Group	Restricted	Unit within a Larger Institution	Autonomous	Unincorporated	Incorporated	Authority Based Organization	None	Part	Wide Representation but Unstable	Some more than Others	Wide and Stable Representation
GREATER BOSTON REGION:																					
Work in Technology & Science Project (WITS)		X	X	X	X		X							X				X				
Trilateral Council for Quality Education, Inc.		X	X	X	X				X							X					X	
NORTHEAST REGION:																						
Joint Use of Industry, Community & Education Committee (JUICE)		X	X	X				X						X						X		
The Gloucester Experiment	X	X	X	X	X				X					X								X
WORCESTER REGION:																						
Tri-Community Industrial Education Liaison Group		X	X	X	X				X					X							X	
Worcester Area Career Education Consortium (WACEC)	X	X	X	X	X				X							X						X
SOUTHEAST REGION:																						
Center for Research/Business Activity	X	X	X				X						X					X				
South Shore Career Education Collaborative		X	X	X	X			X						X								X
Career Education Advisory Committee (CEAC)		X	X					X			X										X	
SPRINGFIELD REGION:																						
Hampden County Industrial Education Labor Council (HCIELC)	X	X	X	X				X								X				X		
The Education Work Council	X	X	X	X	X			X						X								X
PITTSFIELD REGION:																						
Southern Berkshire Educational Collaborative (SBEC)	X	X	X	X	X				X								X				X	

*Dimension #2 is illustrated on the following page.

Figure 6A. Relationship Between the 12 E/W Massachusetts Linkages and Identified E/W Dimensions

Dimension 2

	RESEARCH		PUBLIC AWARENESS					STUDENT DEVELOPMENT											STAFF DEVELOPMENT					ADMINISTRATIVE/ POLICY CONCERNS						
	Needs Assessment	Occupational Outlook Research	Community Visitation Days	Public Relations	Community Forums	Audio-visual Presentation	Newsletter	Career Speakers	Career Day	Site Visit	Shadow Day	Internship	Work Study	Alternative Semester	Career Resource Center	Student Operated Business	Contract Apprenticeship	Community Resource Center	In-service Workshops	Curriculum Infusion	Career Guidance Institute	Teacher Site Visits	Community Resource Directory	Inter-District/ State Collaboration	Coordination	Partnership	Race/Sex Role Stereotype	Special Needs	Licensing	Statutory Restrictions
GREATER BOSTON REGION:																														
Work in Technology and Science Project (WITS)		X			X	X	X												X	X	X	X	X	X		X	X			
Tri-lateral Council for Quality Education, Inc.		X			X		X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	X		
NORTHEAST REGION:																															
Joint Use of Industry Community and Education Committee (JUICE)			X	X				X	X	X			X						X	X		X								
The Gloucester Experiment	(Because of its unique relationship to the community it is difficult to define the Experiment in these terms. See page 47.)																														
WORCESTER REGION:																															
Tri-Community Industrial Education Labor Group			X	X	X	X		X	X	X	X		X			X	X			X	X	X		X	X						
Worcester Area Career Education Consortium		X			X	X	X	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X		
SOUTHEAST REGION:																															
Center for Research/ Business Activity	X	X											X														X				
South Shore Career Education Collaborative	X			X				X	X	X	X				X				X	X	X	X		X			X				
Career Education Advisory Committee			X			X		X							X			X													
SPRINGFIELD REGION:																															
Hampden County Industrial Education Labor Council	X	X		X	X	X	X	X	X									X	X	X		X	X					X			
The Education-Work Council		X			X	X	X																X	X	X						
PITTSFIELD REGION:																															
Southern Berkshire Educational Collaborative	X	X	X	X		X				X	X	X				X	X	X			X	X		X	X		X	X	X		

These as well as many other factors influence the development of E/W linkages. Figure 7 on the following page differentiates the above points.

Figure 7. ADDITIONAL FACTORS AFFECTING THE ESTABLISHMENT OF E/W LINKAGES

	Service Area			Students & Teachers Served					Funding Level					Funding Source				Evaluation Conducted		
	Rural	Urban	Suburban	1-6	7-8	9	10-12	Over 12th Grade	Below 15,000	15,000-30,000	30,000-50,000	50,000-100,000	Over 100,000	Federal	State	Foundation	Private Sector	Yes-External	Yes-Internal	No
GREATER BOSTON REGION:																				
Work in Technology & Science Project (WITS)		x	x		x	x	x					x			x	x			x	
Tri-lateral Council for Quality Education, Inc.		x				x	x						x	x	x		x	x		
NORTHEAST REGION:																				
Joint Use of Industry Community & Education Committee (JUICE)			x		x	x	x			x									x	
The Gloucester Experiment			x		x	x	x	x						x	x	x	x	x	x	x
WORCESTER REGION:																				
Tri-Community Industrial Education Labor Group	x		x		x	x	x			x					x					x
Worcester Area Career Education Consortium		x	x		x	x	x					x			x			x		
SOUTHEAST REGION:																				
Center for Research/Business Activity		x	x				x					x			x	x	x		x	x

Figure 7. ADDITIONAL FACTORS AFFECTING THE ESTABLISHMENT OF E/W LINKAGES (continued)

	Service Area			Students & Teachers Served				Funding Level				Funding Source				Evaluation Conducted		
	Rural	Urban	Suburban	1-6	7-8	9	10-12 Over 12th Grade	Below 15,000	15,000-30,000	30,000-50,000	50,000-100,000 Over 100,000	Federal	State	Foundation	Private Sector	Yes-External	Yes-Internal	No
SOUTHEAST REGION (continued)																		
South Shore Career Education Collaborative	x	x	x			x			x			x						x
Career Education Advisory Committee		x				x	x	x									x	
SPRINGFIELD REGION:																		
Hampden County Industrial Education Labor Council	x	x	x		x	x	x		x			x		x			x	
The Education Work Council	x	x	x			x	x x			x		x				x		
PITTSFIELD REGION:																		
Southern Berkshire Educational Collaborative	x					x	x				x	x	x	x	x	x		

CHAPTER V

Exemplary Programs That Have Been Implemented

Education-to-work linkages have initiated and sponsored many innovative and exciting programs statewide. While it would be impossible to list all of the programs, we have listed those programs which seem to represent a wide diversity of outcomes.

Research

(1) The Worcester Area Career Education Consortium sponsored an in-depth employment assessment of the Greater Worcester Area. Conducted by a team of researchers from Boston University, the final product was and is continuing to be used as a foundation for the consortium.

(2) The Center for Research/Business Activity has conducted an extensive survey of employment and training needs. Results of the study identified approximately 2,000 new jobs, occupations suitable for skilled training, and the need for ongoing communication between community members.

(3) The Education Work Council is preparing a research design which will measure parent and student attitudes toward academic programming offered at local high schools.

Public Awareness

(1) The Peabody JUICE Committee has initiated Community Visitation Days where members of the local community, after visiting business-related classes, offer advice to school administrators concerning ways in which the curriculum might be altered to reflect actual working conditions.

(2) The Attleboro Career Education Advisory Committee has produced a slide-tape presentation on committee operations. The audio-visual product will be disseminated to teaching and business personnel.

(3) The Tri-Community Industrial Education Liaison Group utilize publications and display media on a frequent basis. These materials have been used at community functions, in classrooms and at career expositions.

(4) The Education-Work Council is planning to host Community Forums on such issues as effective manpower planning methods and regionalization as an approach to bi-state collaboration.

(5) The Southern Berkshire Education Collaborative utilizes a comprehensive approach in reporting the progress of its program. The visible process is directed towards school committees and has project teachers, students and parents interacting for purposes of sharing their impressions of the program with community members.

(6) The Tri-lateral Council for Quality Education, as well as other linkages, publishes an on-going newsletter featuring news on current programs and items of intent to its readers.

Student Development

(1) The Worcester Area Career Education Consortium assisted in the establishment of a Volunteer Speakers Bureau for local high schools. Project Sub, as it is known, utilizes informed community volunteers as substitutes for teachers who are absent. Done in collaboration with the local teachers' union, the program has lowered truancy rates and has generally been successful.

(2) The Tri-lateral Council for Quality Education has established a school/business partnership between major service corporations and local high schools in the Boston area. Such relationships have resulted in increased field-related programs for students.

(2b) As part of a city-wide program developed by the Job Hunting Techniques Committee of the Tri-lateral Council, 250 seniors received practical training in such areas as: preparing a resume, responding to want ads, writing follow-up letters, and preparing for personal interviews. New England Merchants Bank, business partner of West Roxbury High, worked with members of the school's English, Guidance, Flexible Campus, Business, Social Studies, Home Economics, and Administration Departments to prepare materials and coordinate student workshops.

(3) The Southern Berkshire Educational Collaborative has created an Internship Program which places vocationally-oriented students with community tradespeople. As a precondition, tradespeople are paid for their supervision and participating students are guaranteed jobs after graduation (if they want them).

(4) The JUICE Committee has coordinated a Career Day Exposition where 125 organizations were brought together under a single roof for purposes of orienting high school students to job opportunities. In order to personalize this program, JUICE will sponsor Career Orientation Programs where guest speakers will be invited to meet with groups of students on a regular basis.

(5) The Tri-Community Industrial Education Liaison Group has established a Community Experience Resource Bank. The bank includes approximately 100 people with diverse skills who are willing to meet on a one-to-one basis with individual students. The group also sponsors a speakers bureau. Both programs require individuals who have a strong ability to relate to young people.

(6) The South Shore Career Education Collaborative sponsors a student career/occupational education program. The seminar program is designed to acquaint students with what employers expect in their employees, with how academic courses relate to specific occupations, with occupations that have a bright employment outlook and with career planning and decision-making skills.

(7) The Gloucester Experiment has utilized a unique process which places students in decision-making positions immediately upon entrance into the project. The process which has students define projects, plan them and put them into action, relies heavily upon the full usage of the resources in a community. A proven concept, the experiment has seen students restore abandoned burial grounds, construct an education resource center, and develop training programs in land management.

Staff Development

(1) The Work in Technology and Science Project (WITS) focuses primarily upon staff development projects. WITS has sponsored site visitations where teachers meet with employers for purposes of discussing real world applications of academic teaching. Additionally, teachers may participate in Summer Internships. These full-time placements offer a stipend of $300 and extend over a week to a four-week period. Implementation Workshops will follow up site visitations and summer internships. Their purpose will be to determine the needs of teachers and to identify ways in which each can adapt career information into their curriculum.

(2) The South Shore Career Education Collaborative has implemented an Employer-Educator Dialogue Program. Its purpose is to provide teachers and guidance counselors a forum where they can exchange ideas and problems as well as discuss their mutual on-going needs. The program includes a general orientation, shared site visitations to both businesses and classrooms, and a comprehensive education component.

(3) The Tri-Community Group has established a Business Job Orientation Program. Operating under a panel discussion format, business representatives and educators interact on issues relating to what the business community is looking for and what the world of work is really like.

Additionally, the group co-sponsors classes on free enterprise. The courses are designed by teachers and are taught in cooperation with the business community.

(4) The Tri-lateral Council for Quality Education has initiated the development of Occupational Clusters. Co-chaired by representatives of both business and education communities, the clusters operate under a workshop format and focus on the review and upgrading of curriculum materials for purposes of including career-related topics.

(5) The Hampden County Industry Education Labor Council has sponsored a Career Planning Workshop for 30 full-time guidance counselors from area school systems. To increase the counselors' knowledge of the area labor market, the counselors were exposed to manpower data, industrial psychological counseling, and to over 30 of the area's industrial firms. Three graduate credits were granted to participants by American International College.

Administrative/Policy Concerns

(1) The Worcester Area Career Consortium has stressed inter-district collaboration in its developmental stages. Recently, it formulated its first major policy statement. While not advocating a mandatory policy for all students, the Consortium recommends that each student should have the opportunity to take part in a field placement as part of a total educational plan.

(2) The Southern Berkshire Educational Collaborative looks highly upon its success at establishing inter-district collaboration in the Berkshires. Prior to the existence of the collaborative, inter-district cooperation was minimal. The present arrangement, made possible by a Massachusetts law enabling communities to establish educational collaboratives, sees two representatives from each of the regional district school committees, serving jointly on a collaborative board.

(3) The Tri-lateral Council for Quality Education has developed a multi-level governance mechanism which fully utilizes representatives of the business community. While including members of the educational sector in policy deliberations, the business community has lent full support to the goals of the Council.

(4) The Tri-Community Industrial Education Liaison Group was formed primarily because it wanted to change the image that business presently holds in society. It therefore set out a well-planned program which has been received favorably. The program included recognized change processes and emphasized community participation.

CHAPTER VI

Community Education/Work Collaboration In Massachusetts: Summary Descriptions

A variety of factors relating to education/work linkages have been described throughout the text of this document. This section is designed to elaborate more fully on some of the concepts referred to earlier. Through the use of brief case studies of 12 Massachusetts E/W linkages, the purpose for establishing a linkage, its process, its organizational structure, the level of its community involvement and the outcomes of its deliberations will be examined.

The Chapter will begin with a brief analysis of the 12 organizations studied and will conclude with a bibliography of selected readings referring to the above as well as to national organizations interested in issues relating the transition between education and work.

A Brief Analysis of the Linkages

GREATER BOSTON AREA

(1) Work in Technology and Science (WITS)
Room 20C-228
Massachusetts Institute of Technology
Cambridge, MA 02139
(617) 253-7378
Edith Ruina, Director
Service Area: Greater Boston Region

WITS grew out of a 1973 MIT workshop on women in science and technology. Established as an independent agency in 1975, WITS places a strong emphasis on both encouraging women to remain in mathematics and sciences as well as designing programs to expose teaching and guidance personnel to the realities of the business world.

WITS staff have made contacts with schools and industry and have initiated site visitation, seminar and internship programs for teachers. A loosely-knit group, WITS does not rely heavily on a wide community discussion process in developing projects for teachers. Rather, it perceives itself more as a service delivery organization with a defined goal of developing action oriented projects. Such programs are developed in conjunction with participating teachers and businesses.

Long-term goals of the project are to increase teachers' and counselors' resources and to effect curriculum development in ways

which will encourage the infusion of career-related experiences.

(2) Tri-lateral Council for Quality Education, Inc.
125 High Street
Boston, MA 02110
(617) 426-1250
Marianne Abrams, Executive Director
Service Area: Boston

The Tri-lateral Council for Quality Education, Inc. grew out of a concern for the problems that the Boston School System would face under a desegregation order. Established as a nonprofit corporation in 1974, the project sought to provide skills training to students, easy access of information to teachers, staff development training programs for teachers and guidance counselors, and advice regarding curriculum innovation to administrators.

A highly integrative group, the Council is composed of business, education and community leaders. While slightly dominated by the business sector, the Council has actively discussed, planned, and sponsored Career Guidance Institutes, highly successful school-business partnership programs, and an innovative curriculum development seminar series.

In that over 8,000 students have participated in one or more of the Tri-lateral sponsored programs and that many teachers feel that resources in the business community are underutilized, the program appears to be gaining support as a legitimate educational force.

Staff of the Council hope that the partnership concept will be expanded, that the Tri-lateral will become a larger operation and that occupational curriculum innovations will be implemented.

NORTHEAST REGION

(3) Joint Utilization of Industry, Community and Education Committee (JUICE)
Peabody Public Schools
Keefe Hall
Peabody, MA 01960
(617) 531-1600
Paul Veronese, Assistant Superintendent - Extension 117
Bill Silke, Career Facilitator - Extension 150
Service Area: Peabody

The JUICE Committee, as it is known, grew out of an unsuccessful attempt to gain funding from the National Alliance for Businessmen. The result, however, was a viable committee interested in developing a dialogue between educators and businesspersons.

Established in 1975 through a mayoral proclamation, the JUICE Committee has sponsored a Career Guidance Institute, a career day exposition, community visitation days, and a speakers bureau. Some

programs were so well received that juniors in high school complained to administrators saying that seniors had short-changed them, "since they had already made up their minds on careers."

JUICE has a membership of 45 people; however, its core numbers about 15-20. Serving as a committee of committees, JUICE places heavy emphasis on discussion of programs. In fact, one of its strongest impacts is the interaction among people in various professions. Another sign of success is that community facilities are now being used more.

(4) The Gloucester Experiment
P. O. Box 15
Gloucester, MA 01930
Alfred Duca, Program Director
Leslie Saroseen, Coordinator
Service Area: Gloucester

The Gloucester Experiment was developed in 1970 as a concept for a school-community partnership that would bring together all the diverse people and groups that comprise a community. By helping young people discover and use their own resources, it would provide an alternative school program, career education, a drug and delinquency prevention program, community betterment projects, and an overall sense of personal and community satisfactions.

Since 1970, over 200 young people from Gloucester have been part of the Gloucester Experiment. They have restored a burial ground that is now an historic landmark, have built a dissemination vehicle that is used statewide as a way of providing technical assistance in community partnerships projects, and have built an educational resource center. Through the process, participants found for themselves a new identity, new ideas about careers, new self-respect, and a new sense of community.

Gloucester residents now have a new historic site, a community educational resource center, and several alternative school programs. But more importantly, they have a positive attitude toward young people, their needs, and their potential.

The Gloucester Experiment has made an impact statewide and nationwide. For example, Massachusetts now has a new law governing historic burial grounds as a direct result of the Gloucester Experiment. Both federal and state agencies concerned with drug prevention concepts and alternative education also see the Gloucester Experiment as a very promising model.

For the past year, the Gloucester Experiment team has provided technical assistance to self-help programs. They are now beginning to provide similar consultation to school systems and collaboratives. The future for the Gloucester Experiment will be in providing training and technical assistance to communities and school systems who wish to begin their own "Experiments." The Gloucester program now belongs to the community of Gloucester and will continue there both as a service to the youth and the community and also as an active

model.

WORCESTER REGION

(5) Tri-Community Industrial Education Liaison Group
Tri-Community Chamber of Commerce
348 Main Street
Southbridge, MA 01550
(617) 764-3283
John Frykenberg, Executive Vice President
Service Area: Sturbridge, Southbridge and Charlton

Established in 1974, the Tri-Community Industry-Education Liaison Group felt that it was vital that business get involved with career planning. For too long the image of business in the society was that of a villain. No one, not even industry, attempted to reverse this trend.

With the establishment of the group, positive and direct steps were taken to deliver a multitude of services which were geared toward the consumer -- teachers, students and their parents. Services delivered include print publications and display media presentations, plant tour programs, career days, business job orientations programs, speakers bureaus, and free enterprise classes co-sponsored by business.

An integrative organization, it involves a wide range of community members in its deliberations. While business plays a more active role, educators, parents and students participate in group activities.

A future objective of the group is to provide input into the development of a comprehensive pilot career awareness program which will be implemented in a local junior high school.

(6) Worcester Area Career Education Consortium (WACEC)
350 Mechanics Tower
Worcester Center
Worcester, MA 01608
(617) 753-2924
Bob Sakakeeny, Executive Director
Service Area: Greater Worcester Area

Initiated by the development of a community group called the Friends of Worcester Public Schools in 1968, the Worcester Area Career Education Consortium is now a nonprofit corporation whose mission is to recommend and coordinate the implementation of programs that will help students understand, select, and prepare for career paths that are realistically related to their interests and potential.

Primarily serving junior and senior high school students in the Greater Worcester area, the Consortium has sponsored a comprehensive manpower study, school-employer pairings, a community resources inventory internship development guidelines, occupational competence programs, and various seminars on career-related issues.

In a highly integrated fashion, the Consortium fully utilizes its membership, which is quite representative of the community, in decisions which affect the participating students.

In Worcester, people are becoming more aware of what career education is, increasing numbers of students are becoming involved, surrounding towns are buying into the program, and more teachers are providing active support.

SOUTHEAST REGION

(7) Center for Research/Business Activity
College for Business and Industry
Southeastern Massachusetts University
North Dartmouth, MA 02747
(617) 999-3077
Don James, Coordinator
Service Area: Fall River and New Bedford

The Center for Research/Business Activity at SMU has emerged as a central clearinghouse and coordinating agency for education and work initiatives in the New England region. Based upon their expertise in studying employment and training needs, they have a necessary base upon which to build. Their initial projects included a manpower forecast for the New Bedford Consortium on Job Opportunities and a Matching Education and Training with Occupational Opportunity Program. This program helps CETA eligible clients gain admission and receive training at the post-secondary level in preparation for jobs that have been identified as high potential growth.

An independent agency affiliated with SMU, the Center is primarily a service delivery organization which does not rely heavily on community input regarding program design. Serving the low income population of the New Bedford/Fall River region, it has initiated the development of 15 new course offerings through the Division of Continuing Education at SMU and has been solicited to submit research and project development proposals to funding agencies.

Presently, in the exploratory stages of project development, the Center hopes to offer more community and sub-state area workshops, to encourage increased minority participation in Center programs, to develop and provide relevant information to local employers to acquaint them with the needs of non-English speaking employees, and finally, looks forward to developing programs which will reach secondary school students.

(8) South Shore Career Education Collaborative
South Shore Chamber of Commerce
36 Miller Stile Road
Quincy, MA 02169
(617) 471-6677
Mike Ingoldsby, Director (617) 749-4080
Service Area: Hingham, Weymouth, Scituate, Quincy

The South Shore Career Education Collaborative is an effort of four school systems on the South Shore (Weymouth, Quincy, Hingham and Scituate) along with the South Shore Chamber of Commerce to provide workshops and training to teachers and students in order to make them aware of the employment opportunities within the area as well as to instruct students in career decision-making, career preparation, and job-seeking skills.

Emphasizing the development of a dialogue and an effective exchange of information between a diverse group of people representing the worlds of work and education, the Collaborative was funded by the Massachusetts Department of Education effective February 1977. Actual program offerings were initiated in September 1977.

The first of the programs funded is a career exposure series for selected ninth graders to investigate the fields of manufacturing, business/office and health. The second is a ten-session workshop series for about 50 selected teachers and businessmen. Lastly, a career resource center will be developed to serve students and faculty in participating schools.

One particularly innovative aspect of this Collaborative is that it is planning a longitudinal study of the ninth graders to determine if the four years of career education have made a difference.

(9) Career Education Advisory Committee (CEAC)
Attleboro Area Chamber of Commerce
42 Union Street
Attleboro, MA 02703
William 'Bud' Ward, President, Chamber of Commerce
(617) 222-0801
Robert Coehlo, Superintendent, Public Schools
(617) 222-0012
Service Area: Attleboro

The Attleboro Career Education Committee is in its fourth year of existence. It is a partnership between the Attleboro public schools and Chamber of Commerce. There are twelve members on the Committee -- six from education and six from business, each representing a variety of occupations and professions.

The general goals of the Committee are to promote the general objectives of career education by facilitating information exchange and serving as the coordinator/broker for improving the school-to-work process. Their activities during the past years have centered on developing a file of community resources (speakers, tours, films, etc.) which are available to the schools, strengthening the advisory committees to the vocational programs in the schools, and assisting with curriculum development for career education within the school.

One unique feature of the Council is that they have never had a budget, but have survived on both the need and desire of both educators and the business community to work together.

SPRINGFIELD REGION

(10) Hampden County Industrial Education Labor Council (HCIELC)
170 Wilbraham Road
Springfield, MA 01109
Norman Halls, Co-Executive Director (413) 586-4330
Theodore Byrne, Co-Executive Director (413) 737-5331
Service Area: Hampden County

The Hampden County Industry-Education-Labor Council (HCIELC) was established in 1974 as a vehicle for communications among the area's industrial, labor and educational communities. Initially designed to help guidance counselors become better informed about occupational areas, the organization now serves as a clearinghouse on innovative and experimental programs for students, faculty and managers, a mechanism for defining research needs and priorities, a resource for teacher-student materials, and a guide to professionals on cooperative projects.

The HCIELC is a non-profit corporation governed by a thirty-member steering committee. Serving more as a communicative body, the Council provides a forum where educators and business can exchange thoughts and ideas.

Among its publications are research studies by Dr. Theodore Byrne, and a regular newsletter, The Human Resource, which is intended to keep business, labor and educational leaders informed on school-to-work issues.

(11) The Education-Work Council
P. O. Box 68
Enfield, CT 06082
(203) 623-3441
Richard Labrie, Executive Director
Service Area: Greater Springfield, MA/
Hartford, CT area

The newest of education/work linkages, the Education-Work Council was funded by the American Association for Community and Junior Colleges through a contract from the United States Department of Labor. Based upon the Wirtz model outlined in The Boundless Resource, the Council is an organized, broadly based group of individuals representing the Greater Hartford, CT/Springfield, MA region.

Established in February 1977, the Council presently places a high emphasis on encouraging information exchange among business, government, public service, education, labor and other community representatives. With a membership of 85 people and an experienced executive director, the Council fully intends to implement projects relating to its goals of establishing a community dialogue, identifying educational resources, developing ongoing needs assessments of labor and skill requirements, developing specific educational planning programs, working towards improving the career guidance system and

promoting youth employment programs.

A communicative body with a steering committee and four work groups (subcommittees of the Council), the Council hopes to implement forums on manpower assessment training and regionalization as an approach to bi-state collaboration, to establish a skills training center to train students for specific occupations based upon realistic manpower projections, to jointly sponsor field experience education programs which realistically integrate career awareness into the academic curriculum and to initiate an educator-business exchange program where educators and business personnel exchange positions for a specified period of time.

PITTSFIELD REGION

(12) South Berkshire Education Collaborative (SBEC)
RFD #2
Box 101 F
Great Barrington, MA 01230
Ed Mauer, Executive Director
(413) 528-2410
Service Area: The Berkshire Hills Regional, Southern Berkshire Regional, Lenox and Lee Public School districts

As a legally-established educational collaborative in the State of Massachusetts, the South Berkshire Education Collaborative stresses flexibility and cost effectiveness in program development. Governed by a Board of Directors composed of representatives from its four-member school districts, the Collaborative serves as a temporary system which allows for greater freedoms in creating needed programs and more manageable steps for dismantling them when they have served their purpose.

The Collaborative emphasizes both communications, in that it has a variety of support groups from various hierarchical levels, and service delivery through its six innovative and cost-effective occupational training programs. These programs, designed for both special needs and occupationally oriented students, service students interested in food service, health care, maintenance, graphic arts, and automotive repair. A unique internship program exists where local tradespersons are paid to supervise students. A part of the agreement, however, mandates that the tradesperson guarantees that the student will be employed after graduation (if the student wants a job in the immediate area).

APPENDIX

The following bibliography includes a limited range of references that represent the relationship between education and work. While not exhaustive, it is meant to provide the reader with a manageable list of resources which we hope can act as stimulants for new ideas. To improve the visibility of the bibliography, references have been grouped into the following four areas:

(1) National Organizations

(2) Massachusetts Publications

(3) Books and Government Publications

(4) Local and National Newsletters

NATIONAL ORGANIZATIONS

American Association of Community and Junior Colleges (AACJC)

While supporting seven Education-Work Councils nationwide, the AACJC has strongly supported local initiative in the development of programs which focus upon career counseling, career exploration, job placement, cooperative education, career opportunity programs and client follow-up procedures. The AACJC also funds six other projects related to the education-work field. Fore more information, write:

American Association of Community and Junior Colleges
One Dupont Dircle, N. W.
Suite 410
Washington, D. C. 20036
Telephone: (202) 293-7050

National Alliance of Businessmen (NAB)

NAB is currently carrying out a Business-Education-Labor (BEL) Program to demonstrate the value and effectiveness of using experienced staff support to develop and institutionalize the concept of industry-education cooperation at the local level. Some specific objectives of BEL are the development of a plan for producing an ongoing program of industry-education-labor cooperation including motivation, career guidance and work experience programs for purposes of familiarizing program participants to the realities of the work world. NAB also sponsors a myriad of other innovative programs. For more information, write:

National Alliance of Businessmen
1730 K Street, N. W.
Washington, D. C. 20006
Telephone: (202) 254-7105

National Association for Industry-Education Cooperation (NAIEC)

The NAIEC exists for the purpose of promoting increased cooperation among business, industry, education, government and labor. This national organization seeks to identify areas of mutual interest and to formulate programs and procedures which meet acceptable standards. These objectives are pursued through such functions as instruction, curriculum development, educational management, teacher-student materials and public information services. For further information, write:

National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, NY 14226
Telephone: (716) 278-5760

National Institute of Education (NIE)

NIE conducts and funds basic and applied research in such areas as career education, educational technology, school financing, upgrading of basic skills, providing information and resources to educators and improving education research at all levels of education from early childhood through adult programs. For further information, write:

National Institute of Education
1200 19th Street, N. W.
Washington, D. C. 20208
Telephone: (202) 254-5800

National Manpower Institute (NMI)

This organization was established by a group of corporate and academic leaders for the purpose of better meeting the nation's manpower needs. As a private, non-profit organization, NMI assists in bringing about a better match between education and training programs and the marketplace. Current projects include a national Education-Work Consortium Project, a study of the use of education and training funds in the private sector, and a study of laws, regulations and practices restricting work experience and employment opportunities for youth. For further information on these projects and others, write:

National Manpower Institute
Suite 301
1211 Connecticut Avenue, N. W.
Washington, D. C. 20036
Telephone: (202) 466-2450

U. S. Department of Labor

This federal agency is charged with administering and enforcing statutes designed to benefit wage earners by improving their working conditions and advancing their opportunities for profitable employment. The department deals with job training, placement, job advancement, wage standards, labor-management relations, labor organizations, pensions, and welfare plans, etc. To learn more, write:

U. S. Department of Labor
3rd Street and Constitution Ave., N. W.
Washington, D. C. 20210
Telephone: (202) 523-3316

United States Office of Education: Office of Career Education

The Office of Career Education was created by Congress in 1974 through Section 408 of PL 93-380. Headed by a director reporting directly to the Commissioner of Education, the office is authorized to conduct the following activities: (1) develop information on the needs for career education; (2) promote a national dialogue on career education; (3) assess the status of career education; (4) fund demonstration projects; (5) provide professional development programs; (6) support the development of state and local career education planning. For further information concerning the status of these activities, write:

U. S. Office of Education
Office of Career Education
7th and D Streets, S. W.
Washington, D. C. 20202
Telephone: (202) 245-2284

MASSACHUSETTS PUBLICATIONS

Boston University Regional Institute on Employment, Training and Labor Market Policy. *Education, Training and Employment in Worcester: Progress Report.* Draft, 1976.

This comprehensive study of the wealth of education, training and employment opportunities in the Worcester area was conducted by the Boston University Regional Institute on Employment Training and Labor Market Policy. It provides an in-depth analysis and identifies major trends for the Worcester region. For more information, write:

Worcester Area Career Education Consortium
350 Mechanics Tower, Worcester Center
Worcester, MA 01608

Boston University Regional Institute on Employment, Training and Labor Market Policy. *Education, Training and Employment in Worcester: The Transition from School to Work: The Employers View.* Draft, 1976.

This document describes the transition from school to work as viewed by the employer. The findings indicate that while young workers take jobs shortly after their high school graduation, most of them do not settle into stable, long-term career jobs for a period of seven years. For more information, write:

Worcester Area Career Education Consortium
350 Mechanics Tower, Worcester Center
Worcester, MA 01608

James, Donald. *Employment and Training Survey.* New Bedford, MA: New Bedford Consortium, 1976.

This report is a probe of the training needs, new occupational demands, economic outlook, employer-employee relations, employee motivation and utilization of the work force in the New Bedford area. The report includes the methodology used in the study as well as numerous tables and charts. For more information, write:

Mr. Donald H. James
Center for Research/Business Activity
Southeastern Massachusetts University
North Dartmouth, MA 02747

Journals from the Gloucester Experiment. Gloucester, 1974.

This is a series of monographs based on the experiences of the Gloucester Community Development Corporation in restoring the Bay View Burial Ground in Gloucester. The project was a school-community partnership, one of a number of activities of the Gloucester Experiment. In order to obtain a copy, write:

The Gloucester Experiment
P. O. Box 15
Gloucester, MA 01930
Price: $5.00

McClain, Thomas, and Gat, Dimitri, Eds. *Commonwealth Colloquium Video Series Workbook: Building New Bridges Between the Worlds of Work and Education.* Amherst: Institute for Governmental Services, 1977.

This workbook provides a first rate overview of the current career/occupational education perspective, and serves as a catalyst through which users' points of view can be broadened. The document is to be used concurrently with a series of two 3/4" video tape cassettes. The tapes, in cassette form, are available on loan. The workbooks are free. For more information, write:

Institute for Governmental Services
Middlesex House
University of Massachusetts
Amherst, MA 01003

Sockol, Richard A., and McClain, Thomas W. *School-Business Partnerships: A Practitioner's Guide.* Amherst: Institute for Governmental Services, in press.

Focusing primarily on school-business partnership coordinated by the Tri-lateral Council in Boston, the guide provides practical insights into ways in which partnership programs can be implemented most effectively. For additional information, write:

Institute for Governmental Services
Middlesex House
University of Massachusetts
Amherst, MA 01003

Sockol, Richard A. *Evaluation Report #1: The Education-Work Council.* Enfield, Connecticut: July, 1977.

Sockol, Richard A. *Final Evaluation Report: The Education-Work Council.* Enfield, Connecticut: September, 1977.

These informative documents report on the initial stages of development of the Education-Work Council. They discuss how change was facilitated by Work Council designers and provide an in-depth examination of the first activities of the Council. A helpful document for those just starting a linkage. For more information, write:

The Education-Work Council
P. O. Box 68
Enfield, CT 06082

Tri-Community Area Chamber of Commerce. *What A Way to Go!* Southbridge, MA: 1975.

An eye-catching brochure written primarily for students, this document provides interested youth with an understanding of the technical industries that exist in the Tri-Community area, what the organization offers, and the skills needed to work there. For additional information, write:

Tri-Community Chamber of Commerce
348 Main Street
Southbridge, MA 01550

Tri-lateral Council for Quality Education. *Programs of the School-Business Partnerships in the City of Boston, 1976-1977 Academic Year: A Final Report.* Boston: 1977.

This document provides the reader with a comprehensive and easily understandable analysis of the partnerships in the Boston School System. Through capsule summaries, it details all of the programs which have been created. For more information, write:

The Tri-lateral Council for Quality Education, Inc.
125 High Street
Boston, MA 02110

Worcester Career Education Consortium. *Policy Recommendations of the Career Education Task Forces*. Worcester: 1976.

This document outlines recommendations of the Worcester Career Education Consortium Task Force regarding the coordination of programs that would help students to understand, select and prepare for career paths that are realistically related to their interests. For more information, write:

Worcester Area Career Education Consortium
350 Mechanics Tower, Worcester Center
Worcester, MA 01608

Work in Technology and Science Project. *WITS Guide for Staff: A School Leader's Guide to a Successful Industry Visit*. Boston: in press.

Focusing primarily on staff development activities, the WITS Project is developing a guide for school leaders which answers questions regarding industry visits. Such questions include: What is the goal for the trip? What kind of industry will best meet this goal? How will it fit into present curricular objectives? What will teachers gain from the experience? For additional information, write:

Work in Technology and Science
Room 20C-228
Massachusetts Institute of Technology
Cambridge, MA 02139

BOOKS AND GOVERNMENT PUBLICATIONS

Barton, Paul E. *Designing Youth Policy: Starting Points*. National Manpower Institute, Washington, D. C.: 1977.

Building on experience, looking for beginnings already in place, and searching for complementary viewpoints among various sectors of society underlie the recommendations of this paper. Beginning with an analysis of major youth issues, Barton delineates major elements of youth policy and suggests ways to get them implemented. This is a document which should be seriously considered by youth policy designers. For a copy, write:

National Manpower Institute
1211 Connecticut Avenue, N. W.
Suite 301
Washington, D. C. 20036
Price: $3.00

Ferrin, Richard I. and Arbeiter, Solomon. *Bridging the Gap: A Study of Education to Work Linkages* (Supplemental and Final Reports). New Jersey: College Entrance Examination Board, 1975.

The supplemental report provides an in-depth analysis of 26

selected education to work linkages existing nationwide. The final report focuses on the education to work transition, the barriers that make the transition so difficult for many individuals, and the range of mechanisms that are or might be in place to link the worlds of education and work and thereby smooth the transition for individuals moving from one to the other. This report also contains an excellent bibliography. For copies, write:

College Board Publications Orders
Box 2815
Princeton, NJ 08540
Price: $2.75 (Supplemental Report)
$4.00 (Final Report)

Gudenberg, Karl A. *On Developing Community Work-Education Councils.* National Manpower Institute, Washington, D. C.: 1976.

As a program officer of the National Manpower Institute, Mr. Gudenberg has visited and reviewed some 50 communities involved in work-education projects. This 10-page paper represents his thoughts on the development of community work-education councils -- from the importance of a climate of receptivity to the council concept, to balanced representation on a council, council organization and goal formulation, and ongoing issue discernment. For a copy, write:

National Manpower Institute
1211 Connecticut Ave., N. W.
Suite 301
Washington, D. C. 20036
Price: $1.50

National Association for Industry-Education Cooperation. *Industry-Education Councils: A Handbook.* Buffalo: n.d.

This Handbook contains broad guidelines to assist professionals who are interested in increasing industry-education cooperation through the creation of an Industry-Education Council.

Its scope includes a brief discussion of the need for increased cooperation between schools, business and industry; suggests that the Industry-Education Council is the best structure to deal with this need; itemizes the initial steps to start a Council; proposes several types of cooperative activities and identifies their broad goals and objectives; and provides examples of bylaws and statements of purpose used by existing Councils. For more information, contact:

National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, NY 14226

National Commission for Manpower Policy. *From School to Work: Improving the Transition.* Washington, D. C.: 1976.

This publication is a rich source of policy papers prepared

for the National Commission for Manpower Policy, a federal body enacted in 1973 under CETA. Topics include analysis of the problem, current efforts and projected solutions. Eleven featured authors represent some of the best thinking currently on the topic. For a copy, write:

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402
Price: $3.00

National Institute of Education. *A Comparison of Four Experience-Based Career Education Programs*. Washington, D. C.: 1977.

This document provides an excellent overview of four EBCE projects initiated by the National Institute for Education. A comprehensive piece, this document provides insights into the many aspects of career education programs. For a free copy, write:

National Institute of Education
EBCE Project
U. S. Department of Health, Education and Welfare
Washington, D. C. 20208

O'Toole, James. *Work, Learning and the American Future*. San Francisco: Jossey-Bass, 1976.

O'Toole examines some prevalent assumptions that have hindered innovative education and work policies. Putting these assumptions aside, O'Toole develops a basis for planning for a "quality society" that would provide for fuller development of the human resource through learning and work. For a copy, write:

Jossey-Bass, Inc.
615 Montgomery Street
San Francisco, CA 94111
Price: $10.95

Sexton, Robert F. and Ungerer, Richard A. *Rationales for Experiential Education*. ERIC/Higher Education Research Report No. 3, 1975.

This report reviews the concept of experiential education, defined as learning outside the normal classroom environment that has been planned prior to the experience. This would include internships, field experience, practicums, and cooperative education. Focusing on the individual as a learner and the individual as a worker, the authors conclude that experiential education ideally should function within the scope of clearly articulated societal objectives. For a copy, write:

The Publications Department
American Association for Higher Education
One Dupont Circle - Suite 780
Washington, D. C. 20036
Price: $3.00

Sexton, Robert F. and Kline, Robert L. *Final Report of the Study Group on Service Learning.* Kentucky Council on Higher Education, Frankfort, KY: 1976.

The members and staff of the Study Group on Service-Learning in Kentucky have studied the relationship between education and work, particularly the impact which service-learning can have on the institutional functions of instruction and public service. For more information, write:

Robert F. Sexton, Executive Director
Office for Experiential Education
303 Administration Building
University of Kentucky
Lexington, KY 40506

Silberman, Harry F. and Ginsburg, Mark B., Eds. *New Directions for Community Colleges: Easing the Transition from Schooling to Work, Number 16.* San Francisco: Jossey-Bass, Winter, 1976.

This sourcebook represents the culmination of work begun with a small conference on the problem of school-work transition. The book proceeds from descriptions of the problem itself to alternative concerns about implementation of these solutions in existing institutions. For a copy, write:

Jossey-Bass, Inc.
615 Montgomery Street
San Francisco, CA 94111
Price: $5.00

U. S. Department of HEW. *The Education of Adolescents - The Final Report and Recommendations of the National Panel on High School and Adolescent Education.* Washington, D. C.: 1976.

An interesting report that contends that we have drifted into an excessive reliance on the high school as the instrument for "educating" teenagers and preparing them to enter adulthood, that this burden must be reduced, and that we must examine anew what can be done to strengthen the educational role of the family, the church, the media, and other institutions that play vital roles in the education of our youth. For a copy, write:

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402
Specify: HEW Publication No. (OE) 76-00004
Price: $2.15

U. S. Department of Labor. *A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.* Washington, D. C.: 1977.

Well written and brief, this document outlines the Department of Labor's basic principles in designing and implementing Youth

Employment and Demonstration Projects Act programs, the constraints which must be considered, the realistic objectives and the programmatic implications. For a free copy, write:

U. S. Department of Labor
Employment and Training Administration
Office of Youth Programs
Washington, D. C. 20210

Vermilye, Dyckman W., Ed. *Relating Work to Education: Current Issues in Higher Education 1977.* San Francisco: Jossey-Bass, 1977.

What are the purposes of higher education? What is it that students will need to cope with regarding work and life in the future? These as well as other pertinent questions are addressed by the authors of readings in this book. The papers were originally presented at the 32nd Conference of the American Association of Higher Education. For a copy, write:

Jossey-Bass, Inc.
615 Montgomery Street
San Francisco, CA 94111
Price: $10.95

Wirtz, Willard. *The Boundless Resource: A Prospectus for an Education-Work Policy.* New York: New Republic, 1975.

The Boundless Resource examines the education and work patterns that have locked Americans into the time traps of "youth for education, adulthood for work, and old age for nothing." The book argues for a comprehensive education-work policy, a practical program for public and private action. It develops a sound proposal for the development of Community Education-Work Councils. For a copy, write:

The National Manpower Institute
1211 Connecticut Avenue, N. W.
Washington, D. C. 20036
Price: $3.95/copy + .50 handling
$3.15/copy for 2 copies or more plus handling

Youth: Transition to Adulthood: Report of the Panel on Youth of the President's Science Advisory Committee. Washington, D. C.: Government Printing Office, 1973.

This book is a study about the ways in which young people are brought into adulthood in the United States at this time in our history. It represents issues and alternatives as viewed by the President's Science Advisory Committee. For a copy, write:

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402
Price: $1.60

LOCAL AND NATIONAL NEWSLETTERS

LOCAL NEWSLETTERS

(1)	Trilateral News	Tri-lateral Council for Quality Education, Inc. 125 High Street Boston, MA 02110
(2)	Occupational Competence	Worcester Area Career Education Consortium 350 Mechanics Tower Worcester Center Worcester, MA 01608
(3)	The Human Resource	Hampden County Industry-Education-Labor Council 170 Wilbraham Road Springfield, MA 01109
(4)	The Education-Work Exchange	The Education-Work Council P. O. Box 68 Enfield, CT 06082
(5)	WITS NEWS	Work in Technology and Science Room 20C-228 Massachusetts Institute of Technology Cambridge, MA 02139

NATIONAL NEWSLETTERS

(1)	The Work-Education Exchange	National Manpower Institute 1211 Connecticut Avenue, N. W. Washington, D. C. 20036
(2)	Experiential Education	Editor 1735 Eye Street, N. W. - Suite 601 Washington, D. C. 20006
(3)	NAIEC Newsletter	Dr. Robert E. Varnerin NAIEC Editor c/o Manufacturing Chemists Association 1825 Connecticut Avenue, N. W. Washington, D. C. 20008
(4)	Cooperation	Service Center for Community College-Labor Union Cooperation American Association for Community and Junior Colleges One Dupont Circle, N. W. Washington, D. C. 20036

NATIONAL NEWSLETTERS (continued)

(5) BEL Newsletter

Frank Tennant, Ed.
National Alliance of Businessmen
1730 K Street, N. W.
Washington, D. C. 20006

ABOUT THE AUTHORS

Thomas W. McClain is currently Director of Educational Services at the Institute for Governmental Services. He has worked in manpower training programs as well as a number of state projects related to career and occupational development for students and staff. Most recently he directed the Commonwealth Colloquium Project, a statewide effort to spawn cooperative efforts between business, industry, education, labor and government to improve the school to work transition. He received his doctorate in educational leadership and administration from the University of Massachusetts in 1976.

Richard A. Sockol is presently Acting Director of Program Development for the Education-Work Council, a project funded by the American Association of Community and Junior Colleges through the United States Department of Labor. Previously he served as the Director of the Center for Outreach, University of Massachusetts, where he was responsible for coordinating university-wide field experience for students. He is currently working on his doctorate at that institution.

INSTITUTE FOR GOVERNMENTAL SERVICES

UNIVERSITY OF MASSACHUSETTS

The Institute for Governmental Services was founded by the President of the University of Massachusetts and its trustees in 1970 as an expression of the University's historical commitment to public service. The Institute was charged with six goals: (1) to link the University and the State and local government agencies throughout the Commonwealth; (2) to facilitate the flow of resources from all three campuses of the University to the citizens of the Commonwealth; (3) to design, carry out, and refine University-based, service-oriented programs for State and local colleges and campuses within the University; (4) to collaborate with the Institute and with each other in developing service-oriented programs; (5) to identify and obtain financial support from appropriate outside sources; and (6) to establish and maintain a collaborative, interagency relationship with a wide variety of organizations including State and local governmental agencies, other institutions of higher learning, business and industrial concerns, citizens groups, and professional organizations.

To accomplish its goals, the Institute brings academic expertise and practical experience to bear on issues effecting State and local governmental agencies. Its activities to this end fall into four main categories:

TRAINING. Through courses, conferences and workshops, the Institute offers training to government personnel and effective approaches to familiar problems, efficient techniques for dealing with challenges brought on by changing legislation, and methods to simplify the readjustments and reorganizations generated by technological and social developments.

TECHNICAL ASSISTANCE. The Institute is available for direct advice and assistance in specific government agency and community problems, from developing viable systems models to designing curricular materials.

PUBLICATIONS. Out of Institute research, training courses and technical assistance has come a series of publications summarizing its research, describing and evaluating its programs, and providing practical guidance. Institute publications include law compendia, policy histories, training manuals, guides, special reports and occasional papers.

RESEARCH. The Institute undertakes surveys, investigations and analysis in response to requests from government officials. Basic research on problems often leads to specific measures that assist in solving the problems, in the form of training programs, technical assistance and publications.